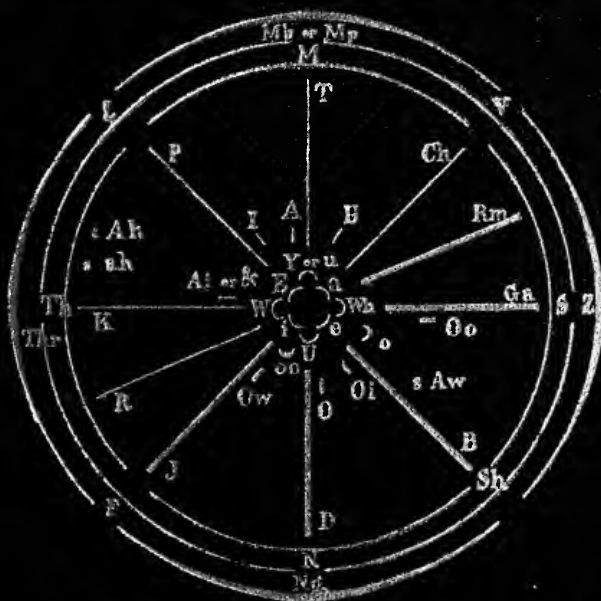


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# Haven's Practical



# PHONOGRAPHY



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## HAVEN'S COMPLETE MANUAL

—OF—

# PRACTICAL PHONOGRAPHY.

ADAPTED TO SELF-INSTRUCTION AND THE USE OF  
SCHOOLS AND COLLEGES.

NO OTHER SHORT-HAND BOOK NEEDED.

The only Treatise on the Art embracing the Secrets of the Profession, together with all  
New Discoveries of Value up to date of Publication. Presenting within its pages the  
Author's "300-Words-a-Minute Short-Hand Lessons," and his complete  
original Routine for qualifying Students for Office Short-Hand Positions  
within three months from date of first lesson, Court and  
Convention Reporting in six to nine months, making  
NO failures where directions are followed.

BY CURTIS HAVEN,

EXPERT LAW AND CONVENTION REPORTER, JOURNALIST, AUTHOR, AND TEACHER  
OF OVER TWENTY YEARS' EXPERIENCE.

PHILADELPHIA, PA.

PUBLISHED BY THE AUTHOR.

1902

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## TO HER

AT WHOSE KNEE MY FIRST CHILDISH ATTEMPTS AT UNRAVELING THE MYSTERIES  
OF THE ROMAN ALPHABET WERE MADE; WHO SO PRACTICALLY DIRECTED  
MY SCHOOL-BOY STUDIES; WHO ASSISTED ME OVER THE ROUGH  
PLACES OF MY EARLY PHONOGRAPHIC EFFORTS; AND BY  
WHOSE PRACTICAL GOOD-SENSE AND WISE TEACH-  
INGS I SHALL ALWAYS BE PROFITED AND  
NEVER FORGET: .

## TO MY MOTHER

THIS BOOK  
IS MOST RESPECTFULLY AND AFFECTIONATELY DEDICATED  
BY  
THE AUTHOR.

NOTE—The above dedication was written by the author, Curtis Haven, and was printed in his first edition of this book, since which date the publisher of a garbled shorthand work, has had the audacity to copy above wording in his own book, as if it were original with him. Even a dedication is not sacred with some people.

ALPHABETIC TO VVVV  
23.13.1914 20.1.14

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# HAVEN'S PRACTICAL PHONOGRAPHY.

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## PART I.

### EXPLANATORY.

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#### NECESSITIES TO A PRACTICAL SYSTEM OF PHONOGRAPHY.

Aside from the ordinary facilities requisite for learning or teaching the art, there are three absolute necessities to a practical system of short-hand writing. They are: speed, legibility, and an almost entire absence of arbitrary rules and characters.

Without the latter, years—long years—of hard study and harder practice, combined with an exceedingly retentive memory, is the price the learner pays for his skill. Hence, it is simply fallacious to acquire stenography, an art that is wholly arbitrary in its character, and even though it may be arranged by a modern author, is as antiquated as many Indian relics, and bears the same relation to phonography that the olden time scythe bears to the latest improved mowing machine.

Without speed, *vebatim* reporting is, of course, impossible; therefore it is equally a waste of time to learn any old-style phonography, which though easily read when written, makes very few rapid writers and only of those students who are willing to give many years to the closest practice.

Without legibility, however, even speed is of no avail. The student should, therefore, be on his guard against a phonography which gives enough speed to keep pace with the whirlwind, but which, to obtain this speed, uses such an extended array of contractions, necessitating special dictionaries and phrase books, that ease in reading one's notes becomes a secondary consideration. Better, far better, be able to re-

port little, and correctly transcribe that little, than to jot down with electrical rapidity, the utterances of the swiftest speaker, and afterwards to be uncertain of the accuracy of one's transcription.

The author is not cognizant of the existence of a method of shorthand writing, previous to the publication of this PRACTICAL PHONOGRAPHY, that is not deficient in one or more of the above mentioned respects. Here, it may be asked,—How is it, then, that before the advent of PRACTICAL PHONOGRAPHY, there were professional short-hand writers, who were and are both accurate and rapid? To this, it must be said, with truth, that, as with members of other professions, these talented and skilled ones are not at all numerous, and it is questionable if any of them write other than an adulterated phonography, founded, doubtless, upon one system, but interpolated afterwards with scraps of other phonographies and the phonographer's own particular contractions for particular kinds of work. This ultimatum has been a necessity, heretofore, among those who would become experts, without wasting the best portion of their time for years, in dull, monotonous practice. It was to bring order out of that phonographic chaos, which brought PRACTICAL PHONOGRAPHY into being; and the author has every reason to believe that he has succeeded in accomplishing his purpose. PRACTICAL PHONOGRAPHY is more free from arbitrary characters than any other known system of phonography, contains the elements of greater speed\* with less practice, and is as easily read as the most legible: thereby combining the necessary virtues of all its predecessors without being shackled with any of their bad qualities.

### PHONOGRAPHERS VS. STENOGRAPHERS.

To classical students and scholars, these two names imply their individual and distinctive meanings. But, it is a singular fact that educated people in general, among whom are actually included some shorthand writers, do not know, or are careless of, the difference existing between these two classes of individuals; in fact, do not know that any difference exists. Their avocation, if not the result of their labors, is the same, and people generally conclude them to be identical. From this error arises the mistake, common even among those who know better, of universally applying the name "stenographer" to all shorthand writers. For instance, there is probably not a single case wherein a stenographer is employed in a professional capacity in any of our city,

\* NOTE.—The author reported the speech of Mr. Francis Murphy (See Part III.) on the evening of its delivery, in exactly six minutes by the watch, making an average of over 268 words per minute while, upon special occasions, he has written at a rate of over 300 words a minute.



state or national courts. On the other hand, there is scarcely any court of any importance that does not employ at times one or more phonographers; and yet, in addressing them, the learned judge and counsel use the misnomer of "Mr. Stenographer." This constant acceptance of a wrong term, gives many persons who are about to study shorthand writing, an idea that stenography, not phonography, is the art to learn; "For," they ask, "are there not stenographers employed in our courts?" an idea, which, as above explained, is a dangerously mistaken one.

In many instances, phonographers themselves employ the word stenographer in advertising their business, on their sign or card; but that does not alter the fact of their being phonographers, however much it may mislead searchers after the true art. Let them misuse these terms as they may, however, a phonographer, under whatever guise, still remains one who writes by means of signs used to represent the elementary sounds of the human voice, which sounds are the basis of all spoken language; while a stenographer is merely one who writes by means of a horrid conglomeration of arbitrary written characters representing the Roman alphabet, words and phrases, and who, when a word seldom used and which he has never before heard (and consequently never memorized) is spoken, will either have to invent a sign which may or may not conflict with some other sign in his vocabulary, or run the risk of losing the thread of the discourse while he writes the word in full.

### SHORTHAND HISTORY.

The true origin of rapid shorthand writing is involved in doubt. It has been attributed to the ancient Hebrews, the Egyptians, the Chinese, the Greeks, the Romans, and the ancient people of Slavonia, by as many different historians; the claim in favor of the Romans being, however, much stronger and more fully verified than those of other nations.

The first shorthand writer among the Romans was Marcus Tullius Tiro, a freedman of Cicero's, who is said to have compiled a system and used it successfully B. C. 63. Tiro taught his system to the government scribes of that day, and by them it was, in turn, imparted to their successors. After the conquest of England by the Romans, it was transplanted to British soil, undergoing but few modifications up to the seventeenth century, when J. Willis, 1602, the first modern shorthand writer of eminence, made considerable alterations in the alphabet and in the application of its junctures. Mr. Willis was followed by numerous authors, many of whom, however, dropped some of their immediate predecessors' and substituted Tiro's original characters; so that, in

looking over the alphabets of modern writers, we find many who make use of several of the original Tironian characters. Carstairs, in 1829, employs a Tironian T, and even as late as 1871, Scovil holds to the original Tironian C, more than eighteen hundred years since Cicero's noted secretary invented it.

All systems of shorthand were, however, until the present century, merely stenographies, (as Scovil's, Cross' and some others are today), and being stenographies, therefore devoid of many advantages of speed and legibility peculiar to the phonographic systems, all stenographies being, in addition, very difficult to learn, most of them requiring from five to ten years to master their many word-signs, with which all systems of stenography, ancient or modern, are encumbered.

The first complete shorthand system, having a phonographic basis, was invented by Mr. Phineas Bailey, of Chelsea, Vermont, 1819, who, it is said, upon communicating his discovery to the English Parliamentary reporters, produced such a sensation respecting the feasibility of phonographic writing, that several of those gentlemen gave much of their spare time to experimenting on Mr. Bailey's scheme, such experiments and exchange of ideas eventually leading to the formation of a shorthand improvement club, the forerunner of the first phonographic association of England, of which association Mr. Isaac Pitman, then a tutor in a private academy at Wooten-under-Edge, Gloucestershire, became a member, because of his interest in stenographic matters.

Mr. Bailey called his system of phonetic shorthand "A Pronouncing Stenography," and it is to that little work, which its author explains in its title, to be "a complete system of shorthand writing, governed by the knowledge of sounds," that all present systems of phonography owe their origin.

The members of the first phonographic association of England, thinking it wise to publish their phonographic conclusions, Mr. Isaac Pitman, having intimate business relations with Samuel Baxter & Sons, the noted Bible publishers, became their spokesman, or editor, and arranged with Baxter & Sons to publish the suggestions of the association, which suggestions, under Mr. Pitman's editorship, were first published in the form of a diminutive pamphlet, entitled "Stenographic Sound-hand." The name "Phonography" was not given to Mr. Pitman's publication until a later edition, the name being, most probably, taken from the publication of a French author, who, after Bailey's publication, and before Pitman's, issued, in France, a work which he entitled "Phonographie," and which was, as far as investigations have gone,

a sort of a combination of the phonetic and the stenographic principles.

Thus, by the above facts, it will be seen that Isaac Pitman, (whom so many supposed to be the "father of phonography") in reality not only did not invent phonetic shorthand, but was not even the first to use the word "phonography" (or "phonographie") as a term for the art. Much credit, however, is due him for his labors in the phonographic field, which have been by no means slight; though, while we acknowledge his labors, we must not forget the real inventor, Mr. Phineas Bailey, nor those from whom Mr. Pitman procured the material for his first publication—the members of England's first phonographic association; nor, in later days, Mr. Pitman's numerous associates in business, who are said to have suggested to him most of the principles of abbreviation which form what has been known as his system for many years.

Accuracy of statement is one of the requisites of historical record, and such accuracy gives to Marcus Tullius Tiro, a Roman, the right of title as "the father of shorthand writing;" Mr. Phineas Bailey, an American, the right of title as the "inventor of sound-writing," (*i. e.*, phonography) and first publisher of the art; Mr. Isaac Pitman, the first *English* publisher of the latter art, and the spokesman through whom the public obtained a knowledge of the improvements made in the art by Isaac Pitman and his co-laborers up to 1855. Even at this latter date, however, much of the stenographic material of the early writers is made use of in all systems of phonography, although such stenographic material is used *phonetically*, and, being used phonetically, has thereby shortened the method of writing, and done away with numerous arbitrary word-forms.

So popular, since its invention by Mr. Phineas Bailey, in 1819, has phonography become, that many authors of phonographic works have succeeded the inventor, though up to the publication of this volume, most of the objections to the Pitman scheme are retained in other works; many authors seeming to care more for reproducing old ideas, than for printing new discoveries.

Finding the old scheme, even as presented by other modern authors, still defective in many ways, the members of the profession were, before the publication of this volume, compelled to make many changes in the use of the art in their own work, and such of those changes (hitherto secrets of the profession) that really further speed as well as legibility, the author publishes in this work, in addition to the author's own copyrighted improvements, which are not to be found in the publication of any other writer.

## ABOUT SHORTHAND SKILL IN THREE MONTHS

It was in 1875, that a young man came to the author and made the astonishing request that he be taught the art of shorthand sufficiently for office use within the space of four weeks, if possible. As it had taken the author four to five years to be able to write much over one hundred words a minute, with two hours daily speed practice during most of that time, he was very much astonished at this request, and whilst he looked in amazement at his visitor, the latter explained that a position was waiting for him in the Pennsylvania railroad office at Philadelphia, if he could master the art and gain skill in the time mentioned—about a month.

The author frankly told this caller that he was asking an impossibility, the author stating his reasons, based upon his own experience. At the same time, the author was also (being then young) conceited enough to add that he thought he could teach the art in as short a time as anybody could, and he would be glad to do the best possible under the circumstances.

At that time there were no organized schools of shorthand, and when the would-be student explained that he was willing to give fourteen hours a day or longer if necessary, to the study, the author thought he saw some opportunity of, at any rate, considerably shortening the average time, and he told the caller he would give him his answer the next day.

At that time the author was writing a sort of mixed system, with many original improvements, having found the conditions of none of the systems suitable to the very difficult work he had to do; so, that night, the author hastily looked through all the books he had collected on shorthand as presented by different authors, and, in a rough way, hurriedly planned twenty-four lessons to contain the information to be found in Benn Pitman's, Isaac Pitman's, Graham's and Munson's and other systems as used by him in actual work, making brief notes of them as well as memoranda of his own changes not to be found in those books.

This result the author explained to the would-be pupil on the next day as necessary to be learned in order to insure success, and between the conceit of both youthful teacher and student, the task first asked for by the pupil was actually attempted, and the young student, being extraordinarily bright and giving all his days and most of his dreams to shorthand, seeing phonographic outlines in every object—the angles of houses, trees and all other objects meeting his vision—he actually mas-

tered all the crude lessons given him and gained sufficient speed within the four weeks to hold a very easy office shorthand position, and, as the official who engaged him was a relative and disposed to be lenient, he took the position, which he continued to hold for years, arriving by successive promotions at a very important and remunerative official position with the same railroad corporation.

After taking this position, the young man in question had a great desire to obtain skill in higher work, such as court and convention reporting, and frequently accompanied the author when the latter reported court cases, meetings, political speeches, etc., for the newspapers with which he was connected. In such cases the beginner always compared afterward his notes with those of the author, who loaned them to him for that purpose; and in such comparisons the student came upon what are probably best termed the "secrets of the profession"—that is, little speed and legibility devices which, at that day, were to be found in no book, but which the author had met with in his intercourse with brother stenographers, and which, after years of use, he had forgotten were not in the text books, and which had hence not been incorporated by him in the twenty-four hastily-made lessons he had arranged for that first "quick-time" student. For instance, all works on phonography teach two forms for Th—light and heavy—but the profession never write the heavy Th, as a letter, as it is not available for rapid work and is unnecessary. Following the old rule, the author had taught his student the heavy Th and when this student came to compare his notes with his teacher's, he found that his teacher always used the light Th, the heavy only for Thr. The oversight was explained, when the student inquired, "Why not teach from the start the professional outlines in every case? Because," he added, "I have become so accustomed to writing that heavy outline for Th, that where I have not time to think, I am sure to make it, and it is hard to get out of the habit. If I had been taught the correct outlines from the start, I would have no bad habits to overcome and would gain speed easier."

This set the author to thinking, and he, in consequence, requested the student thereafter to call his attention to every deviation of that and every other kind between his (the author's) notes and the student's. The student was very vigilant in this respect, and the twenty-four crude lessons (a duplicate copy of which the author had retained for himself) were soon corrected to contain professional outlines only. In the midst of this work, a remark of the student over the difficulty of using disjoined vowels with exactness, where necessary, led the author to invent

his joined vowels, which aided so much in the way of imparting the reporting style of writing from the first lesson, that those lessons soon became condensed to fifteen, and later to twelve lessons, from which twelve lessons, containing every device known to the profession, all superfluous information was eliminated. Having, in the meantime, secured, through the success of the first student, a number of others, the writer, by 1882, became convinced that, by a properly arranged day course, he could impart skill for an office shorthand position to any ordinary pupil in three months' time, providing, of course, attendance was regular and the studying done as directed.

This belief has since been proven by the thousands of students who, since 1882, have graduated from the author's schools in Philadelphia, New York, Chicago and other cities, graduates who hold today, many of them, the highest positions possible to shorthand writers, some of whom would not have been able to have at all mastered any other system. And, in all the experience of the author in teaching, there has never been even one failure to master the art with skill for an office position in three months, where attendance was regular and directions regarding study respected—necessary qualifications of prior education being included.

These facts, bear in mind, have been demonstrated in the cases of thousands of students, and herewith, within the covers of this book, we have a proof of how this result may be achieved by any teacher.

Part II of this book contains all the lessons—twelve in number—comprising every important device that the profession knows respecting shorthand, and far more than most professionals ever have occasion to use, no matter how important their work. These twelve lessons can be readily mastered in a month's time, and that is all that is necessary for success in three months—counting second month for Reviews A to K, in Part II, and half the Business Letter Practice contained in Part III of this book, with third month for the completion of the Business Letters, Actual Court Cases and Convention Reporting of Part III.

Some bright students can learn a lesson a day. Counting for them, one day for each lesson of Part II, gives twelve days for the twelve lessons, the entire theory of the most advanced reporting style of phonography being thereby learned in twelve days. The A to K Reviews of Part II, pages 118 to 137 of this book, require ten days more. Then count the eighteen days of the Business Letter Practice in Part III of this book; add to the sum obtained, the ten days of the Actual Court Cases, the one day of Convention Reporting and the one day of Lecture Reporting given in

that same Part III of this book, and the result is a total of only 52 days for the mastery of this entire book, as follows :

Entire Twelve Lessons of Theory (Part II). . . . .	12 days
Entire Collection of A to K Reviews (Part II). . . . .	10 days
Entire Collection of Business Letters (Part III) . . . . .	18 days
Entire Collection of Court Cases (Part III) . . . . .	10 days
The Convention Reporting (Part III) . . . . .	1 day
Lecture Reporting (Part III) . . . . .	1 day
<hr/>	
Total. . . . .	52 days

Parts I and IV of this book do not count, because Part I is only introductory (or discursory) and Part IV is merely intended for reference, and even for that purpose unnecessary—all the information, study and practice being given in Parts II and III, whose combined result may be compassed within 52 days of easy work, by many students.

It must not be supposed that the practice exercises of Part III contain anything new aside from the twelve lessons of Part II, for such is not the case. The twelve lessons contain every principle necessary for the execution of the most difficult shorthand work, and are alone sufficient for same, the exercises of Part III being therefore merely intended to show students how to utilize the information of the lessons—entirely a matter of practice for them.

Our routine is not a process of cramming. On the contrary, just as the lessons in Part II commence with the simplest, smallest sort of Exercises, increasing very gradually to an ordinary size at the last, just so the Business Letter Practice and the Actual Court Cases of Part III commence, the first day's Letters being of only three lines each and the first Court Case only constituting a single page of easy work, the progress in each case being very gradual.

This easy commencement in the several degrees of practice enables the student to have abundant time for speed practice and constant review of theory.

While the exercises of Part III commence with exceedingly brief examples and advance but gradually, they are none the less thorough. The Business Letters represent selections from over forty different leading businesses, familiarizing the student with most every sort of commercial term or phrase he or she is apt to meet with in any business, presenting the best shorthand outlines for same; and, in the

same manner, the Court Cases and the chapters on Convention Reporting treat work of their character, together with copious explanations in print descriptive of the best manner of doing such work, with complete particulars, so that the veriest greenhorn who has carefully read same and the contents of the shorthand plates and has the necessary speed from practice, can transact the work required in all branches of the business of shorthand writing, however difficult, with as certain accuracy as the most skillful experienced reporter, from the taking of the first word in shorthand to the finished transcription.

This has been the aim of the author in compiling this work, the labor of many days and sleepless nights for a period of over twenty years, backed by extended professional experience in every branch of shorthand work, and as a teacher of many teachers as well as many thousands of students of all degrees of intelligence and education, or the lack of the same.

The day of experiment has passed respecting the result of a course covering three months upon the plan of teaching demonstrated in this book. There *are* alleged three month's teachers who make only failures of their pupils. But they are those who attempt to accomplish with other text books the results only possible by the use of this. With the directions of this book strictly followed, failures are impossible, providing, of course, the student has the necessary common school education.

To illustrate to teachers and home students, the plan observed by the author in his teaching, to insure three months' graduations for office positions, in the cases of all ordinary students, the following routine of Haven Colleges is given. It can be used by the student at home, with just as good results, if one of the family or a friend will dictate the speed practice described herein.

### THREE MONTHS' ROUTINE OF HAVEN COLLEGES

Qualification in three months' day course in Shorthand, requires that the student shall devote all of his or her five hours of day sessions, to Shorthand study and practice, except that set apart for typewriting practice and the 15 minutes daily spelling test, which all students of any course must take until proficiency in spelling is demonstrated. If spelling requires any study on the part of the student, that spelling study must be done outside of school, as the guarantee particularly states that the student must be a good speller beforehand, to qualify in three months in Shorthand.

**FIRST MONTH—THE LESSONS.** The first step, when the day Shorthand student arrives at 9 a. m., is to explain to him or her the first lesson of this Complete Manual of Practical Phonography, the teacher showing student how to practice same, and telling him that, if he finds anything in the lesson, while he is practicing it, that he does not understand, he is to go to the teacher at once, no matter how busy the teacher may be, and ask about it; not to proceed with any lesson without well understanding same.

Similarly, as soon as a student thinks he has mastered a shorthand lesson, his duty is then also to, at once, without delay, inform teacher of that fact, no matter how



busy the teacher may be, when the teacher will, at first opportunity, dictate that lesson's Exercise to student, and, if not more than three hesitations in writing same are made, the teacher explains the next lesson. We do not pass more than three hesitations, but as soon as a student makes that many, direct him or her to restudy that lesson until absolutely perfect. At same time, we explain where the student is at fault, answering questions about doubtful points, or reexplain the entire lesson, but do not let anyone proceed with next lesson until the one in hand is well learned.

## EACH STUDENT TAUGHT SEPARATELY.

All explanation and dictation of lessons is individual, not in class—each student being taught separately from first lesson to the last.

Careful watch is given to see that students thoroughly practice the shorthand outlines to each lesson, and, therefore, before the teacher dictates the Exercise of any shorthand lesson, the student is required to show his or her practice sheets containing the repetition of at least 50 consecutive writings of each separate outline in said shorthand Exercise, in addition to the complete writing of said Exercise. This gives facility in formation of the shorthand characters—producing skill of hand, which no other plan will give. We do not permit study without shorthand practice.

We give a half-hour of typewriting practice in the morning session and 20 minutes in the afternoon, to each day shorthand student. Experience has shown us that most students get wearied with more than 20 minutes to a half-hour's machine practice and only waste any excess of that time.

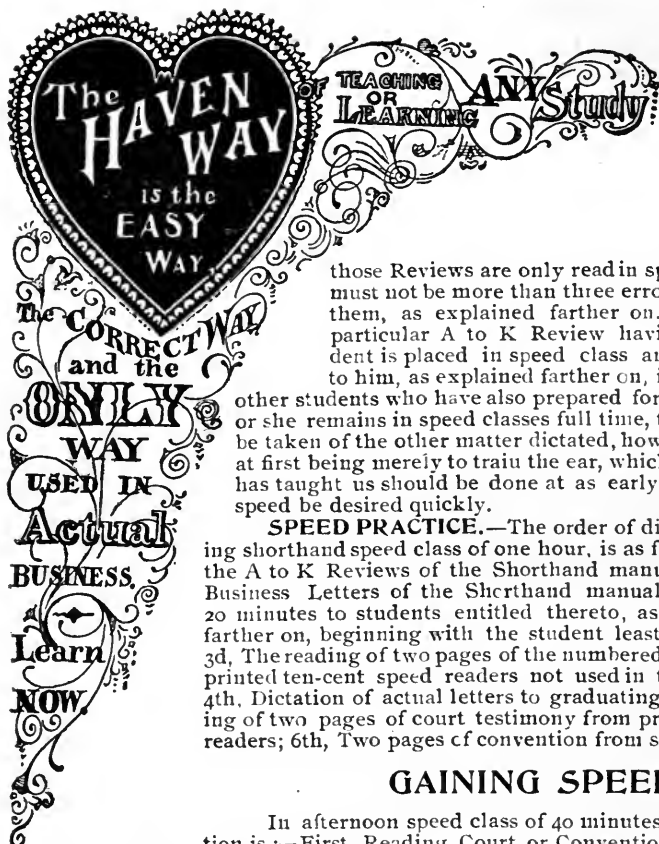
Night students receive 20 minutes typewriting practice, and as much more time as absence of other students may permit.

Our typewriting lessons are printed in our fifty cents book of Business Correspondence; are fourteen in number, twelve of them containing merely words and phrases, beginning in first lesson with words of two letters, and ending in twelfth lesson with words of twelve or more letters, each marked to show the proper fingering to use for best work and speed. The 13th and 14th lessons contain two business letters—one small one, wide spaced; and one large one, narrow-spaced—representing the two popular styles used in general business, they being also radically different in such points as address, wording, etc. These letters are explained carefully to the student and the first must be written without an error or erasure and approved by the teacher before the second letter is attempted, when that must be gone over as many times as is necessary to make one absolutely correct copy without an error or erasure. This being done, the student thereafter, when at the machine, copies the business letters and court and convention proceedings from five of our little ten cent Speed pamphlets, which we print for that purpose, and which we sell to students for 35 cents, the five pamphlets containing sufficient material for typewriting practice during balance of term, as they should be written entirely through several times.

At the end of typewriting period, the student returns to desk and continues the study and practice of shorthand lessons. It is expected that the full day student will learn thoroughly the twelve lessons of our Shorthand manual during first month of day attendance, at an average of three lessons each week, so as to begin in speed class the first day of second month. Those who can learn four Shorthand lessons the first week will be that much ahead, and have so much more time at end of first month to master the longer Shorthand lessons which are last, and to review same.

**SECOND MONTH—REVIEWS, ETC.** As soon as the Shorthand student has satisfactorily recited the twelfth lesson of our Complete Manual of Practical Phonography, he or she is directed to review all those lessons by covering the shorthand of each lesson's Exercise, and looking at the Key alone, writing it in shorthand, the student then comparing his or her shorthand writing with the printed shorthand of the lesson and practicing until perfect every mistake made therein, as shown by the above directed comparison, being sure to ask teacher about any outline which is not clearly understood. This will not require more than two or three days of time, and is a necessary preparation for speed.

Immediately after such review of the shorthand lessons, the student is directed to study whichever one of the A to K review pages of the shorthand manual, as ex-



plained farther on, is set for the speed class of a day, two days ahead of that, on which the lesson reviewing is finished, so as to give student time to thoroughly prepare that particular A to K Review of manual, as

those Reviews are only read in speed class, and there must not be more than three errors in each, in writing them, as explained farther on. The day for his particular A to K Review having arrived, the student is placed in speed class and said Review read to him, as explained farther on, in company with any other students who have also prepared for it, and thereafter he or she remains in speed classes full time, taking whatever can be taken of the other matter dictated, however little, the object at first being merely to train the ear, which years of experience has taught us should be done at as early a date as possible, if speed be desired quickly.

**SPEED PRACTICE.**—The order of dictation at each morning shorthand speed class of one hour, is as follows: First, One of the A to K Reviews of the Shorthand manual; 2d, Dictation of Business Letters of the Shorthand manual for not more than 20 minutes to students entitled thereto, as explained in detail farther on, beginning with the student least advanced in same; 3d, The reading of two pages of the numbered business letters from printed ten-cent speed readers not used in typewriting practice. 4th, Dictation of actual letters to graduating students; 5th, Reading of two pages of court testimony from printed ten-cent speed readers; 6th, Two pages of convention from same, if time permits.

## GAINING SPEED.

In afternoon speed class of 40 minutes, the order of dictation is:—First, Reading Court or Convention pages from Shorthand manual arranged for that day, as explained farther on; 2d, Dictation for not more than 20 minutes, of Business Letters of the Shorthand manual to those students who did not receive those due them at morning speed class; 3d, Dictation of actual letters to graduating students who did not receive same in the morning speed class; 4th, Short original lecture to students or reading of different letters, court and convention, two pages each, from the ten cent printed speed readers, as described for morning speed class. We stop anywhere in these speed readers when speed time is up.

At night, the one hour of speed class begins with one of the A to K Reviews from Shorthand manual, Business Letters of the Shorthand manual as needed following; next, actual letters to graduating students, if any; then the pages of court or convention from shorthand manual set for that night, concluding, as far as time permits, with business letters, court and convention, two pages each, from the ten-cent printed speed readers not used for typewriting practice.

In any speed class we read the A to K Reviews of the Shorthand manual at rate of 20 words a minute; the Business Letters of the manual 70 words a minute; the court and convention pages of shorthand manual and the pages from the ten-cent speed readers at 100 to 120 words per minute.

The ten-cent speed readers used in speed class are 27 in number and are composed of letters, court or convention work different from the 5 pamphlets which are used for typewriting practice. Each student is required to buy these 27 speed class pamphlets as soon as speed class is entered, so that he or she may have them for comparison with notes taken in speed class, the price being but 90 cents for the 27. If purchased at same time as the 5 for typewriting, the price for both is one dollar.

**THE A TO K REVIEWS.**—These speed class Reviews are shown on pages 118 to 137 of the Shorthand manual, and one of them begins each morning speed class and each night speed class, unless there should happen to be no students at that stage of progress, the Reviews being arranged differently for day and night. At night school they begin with the first school night of the year at Review A, and so run on each night until Review K is reached, the next school night again beginning at A and so on continuously throughout the year, those occurring on a legal holiday being set for the next school night, and the others following in order, so as not to skip any Review nor place any two Reviews on any one night.

There are exactly ten of these A to K reviews, equalling two full weeks of day school, five reviews each week; so, at day school we begin the first Monday in the year with Review A and follow with Review B on Tuesday, and so on to K, beginning every other Monday at day school with Review A. When a legal holiday occurs on a school day, then we omit the Review which would fall on that legal holiday until same Review occurs two weeks later, when it is then taken by student, its omission on a legal holiday at day school, not being permitted to interfere with the student's progress otherwise. The student hands to teacher his writing of these A to K Reviews as soon as written for red ink marking of mistakes after speed class.

The shorthand student does not necessarily begin with Review A. The A to K Reviews are set for certain speed classes and cannot be changed to suit student. We place a student in speed class the second day after he has concluded his first review of the LESSONS, no matter what school day it may be, and on that day or night—Monday, Tuesday, or whatever day or night it may be—the student starts with the Review set for that date, A, B, J, K, or whichever it may be.

## THOROUGHNESS OUR OBJECT.

Whenever there are more than three errors made in any A to K Review, that Review must be taken again when it reoccurs ten day or night sessions later, and so on as many times as necessary to get each review accurate within not more than three mistakes. Similarly, when the student be absent from any one of these A to K Reviews, he or she cannot receive dictation of that review, until it appears in its turn ten school days or nights later. No two Reviews will be given to any student on same day or night. Over three mistakes in any review or absence from that review thus delays the student's progress, as it is only absences on legal holidays that are not permitted to interfere with advancement. This rule is to insure perfect attendance.

While the student is taking the A to K Reviews, said student remains full time in Speed Class, both morning and afternoon (or night, if a night student) with the more advanced students, merely taking in shorthand what little can be taken by him or her, thus training the ear, learning to analyze the sounds of words as heard.

On whatever date the shorthand student finishes correctly his last A to K review, he is directed to again review, outside of speed class, the LESSONS of the Shorthand manual from page 23 to page 115 inclusive.

**BUSINESS LETTER DICTATION.**—When the student is through the second reviewing of the shorthand lessons, he or she is told to study carefully the two business letters shown at top of pages 144 and 145 of the Shorthand manual, representing the first day of Business Letter practice of the manual, practicing the shorthand outlines of same enough times to write them absolutely correct when dictated by teacher at proper period of next day's speed class. The student's writing of those letters is examined after speed class, mistakes marked in red ink and if more than three deviations from the shorthand, as shown in manual, are made, the student must take them again the next day; also if they are not written as rapidly as 70 words a minute.

Similarly with each day's letters, as shown in the manual,—the student continues to take them in speed class daily until each day's letters have been written with no more than three mistakes for any day before taking the next two letters, and so on throughout the 18 days' Business Letters of Shorthand manual.

No student is advanced to the Business Letters of the Shorthand manual until the Reviews A to K are absolutely mastered, as before described.

Unlike the A to K Reviews, no special day is set for any particular Business Letters of the Shorthand manual; so that, as soon as the student is qualified in the A to K Reviews, he begins next day with dictation of the first day's Business Letters; and, as students on that plan will start at very different times in those letters, on the day one takes his first, another student may be on the letters of the third day, etc.

If there are more students in those letters than can be dictated to during 20 minutes of morning speed class, the others should be given their letters at stated period of afternoon speed class; and, if the Business Letters of the manual due each student that day cannot be completed within 20 minutes of afternoon speed class, then there should be two or more speed classes, sufficient to accommodate all.

Only one day's letters will be dictated to any student upon any one day. Bright students who feel that they can thoroughly accomplish more work than designated for one day by the Shorthand manual, can easily utilize spare time by each day studying ahead the court and convention of manual, as explained below.

Each shorthand student in second month also receives regular morning and afternoon typewriting practice, the same as during first month.

**THIRD MONTH—ACTUAL WORK.** The Business Letters of the Shorthand manual which the student has not finished at the end of second month, he or she continues with this third month, until the 18th day of Business Letters of page 159 of the Shorthand manual is satisfactorily completed without more than three mistakes any one day, the student remaining in speed class during full time, taking, as far as possible, everything read therein, whether dictated to other students or the class generally, and getting also the regular typewriting practice of half hour morning and 20 minutes afternoon from his or her typewriting pamphlets.

**COURT AND CONVENTION PRACTICE.**—When the 18th day of Business Letters of page 159 of the Shorthand manual is satisfactorily completed, the student is directed to again review the twelve LESSONS of the Shorthand manual exactly as done just before entering speed class, after accomplishing which, the student is directed to study for the next day the shorthand pages of court or convention which are to be read from the Shorthand manual on that next day. We read all the court and convention pages of the Shorthand manual each month at afternoon speed class, beginning the afternoon speed class of first Monday of any month with the reading of page 177 of manual, page 179 on Tuesday; each afternoon reading one to three pages, as designated in manual, up to 10th day (second Friday); reading pages 219 and 221 on third Monday, 223 and 225 third Tuesday; page 235 of convention on third Wednesday, and thereafter each day reading one page of convention from Shorthand manual until end of week immediately preceding first Monday of following month, the last day reading sufficient pages to conclude the reading of page 279 in manual, so as to begin again at page 177 on first Monday afternoon of each month.

At night speed classes we begin with page 177 of manual on first Monday night of each quarter, January, April, July and October, reading one page per school night until end of quarter, which will nearly finish the book, reading the last night of the quarter as many additional pages as may be necessary to complete page 279, so as to begin each new quarter at night speed class at page 177.

All shorthand students who have finished the 18 days business letters of the Shorthand manual should thus each day study ahead the shorthand pages of court or convention that are to be read from shorthand manual at next day's speed class, practice which other students, not so far advanced can also take to consume any spare time they may have. Advanced students should also utilize spare time by transcribing their shorthand speed class notes.

**THE SPEED PAMPHLETS.**—As before stated, we conclude all our speed classes, when a lecture does not intervene, with the reading of the business letters, court and convention pages from a collection of 27 of our little ten-cent printed speed pamphlets. These 27 little pamphlets contain 1100 business letters, 80,000 words court testimony and 80,000 words convention, making 99 printed pages of letters, 103 pages of court and 100 pages of convention—302 pages in all. We have the pages of those speed readers arranged so that certain pages are set for certain sessions.

Thus, beginning with the first Monday morning speed class of each month, we find marked for that speed class, the first two pages of letters, first two pages of court and first two pages of convention. Whether we finish reading those first six pages or not at morning speed class, we take for afternoon speed class the next two pages of letters, court and convention, and so on, taking six different pages each speed class—12 each day—which permits us to read new matter daily for a month of 25 day

sessions, if a month should be that long. However short of that number we should come, we never fail to start at the beginning of the speed readers on

first Monday of each month, and never read at any session any unfinished material of a previous session, always beginning at the proper pages for that session. At night, the contents of these speed readers furnish enough reading to last four months, six pages a night, so we begin on the first night session of January, May and September, with the first two pages of letters, first two pages court and first two pages convention—six pages—and thereafter every night session six other pages, similarly treated.

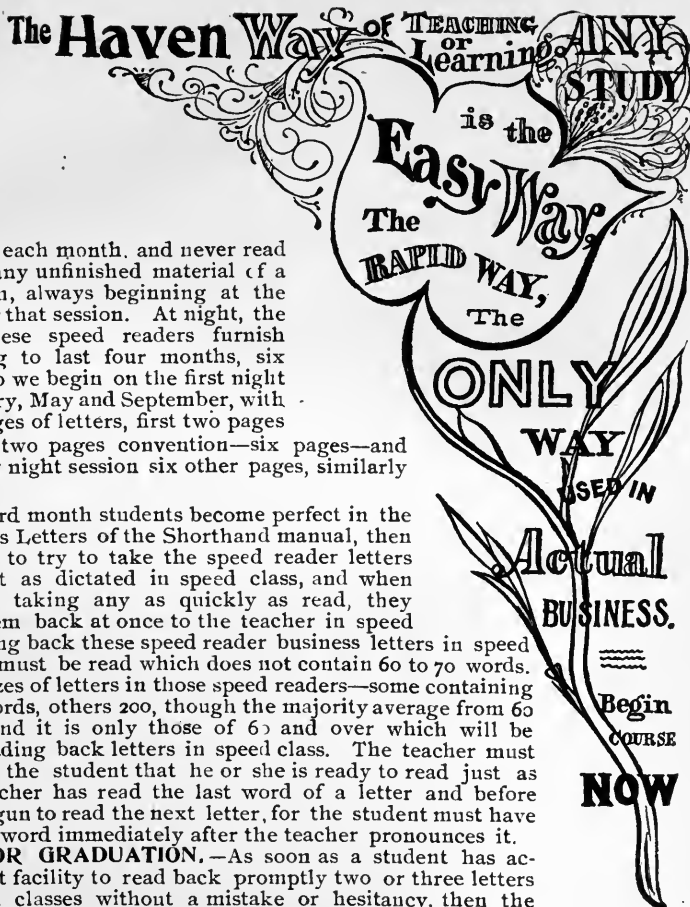
When third month students become perfect in the 18 days Business Letters of the Shorthand manual, then it is their duty to try to take the speed reader letters verbatim as fast as dictated in speed class, and when they succeed in taking any as quickly as read, they should read them back at once to the teacher in speed class. In reading back these speed reader business letters in speed class, no letter must be read which does not contain 60 to 70 words. There are all sizes of letters in those speed readers—some containing only 20 or 25 words, others 200, though the majority average from 60 to 120 words, and it is only those of 60 and over which will be accepted in reading back letters in speed class. The teacher must be informed by the student that he or she is ready to read just as soon as the teacher has read the last word of a letter and before teacher has begun to read the next letter, for the student must have written the last word immediately after the teacher pronounces it.

**TEST FOR GRADUATION.**—As soon as a student has acquired sufficient facility to read back promptly two or three letters at several speed classes without a mistake or hesitancy, then the teacher dictates three actual letters, or at least three test letters not printed anywhere nor ever read before in the presence of any student present. These actual test letters are dictated in morning speed class at a natural speed, about 100 to 120 words a minute, and the student is not permitted to ask questions respecting what was said or misunderstood while such dictation is going on, nor afterwards. The student under the test, must hear every word and get it correctly in shorthand without any interruption or question, the taking of those three test letters occupying about three minutes of speed class, at either morning, afternoon or night sessions, the student's shorthand notes being at once handed to the teacher, who retains them until that student's turn for typewriting machine arrives, when the student has the notes handed back by teacher, together with three letter sheets, and the student is to write those three letters in typewriting at rate of 30 to 40 words a minute without a mistake of any kind, either in wording, punctuation, spelling, etc.

If student be not thus successful at first attempt, three new letters will be similarly dictated to student on succeeding school days or nights, at morning, afternoon or night sessions, and as soon as the requirements are all fulfilled, but not before, the student has earned diploma, and will be given same upon payment of fee. The ordinary student can accomplish this by the end of the third month.

Students by mail may take this test at home, if certified before Notary Public.

Above test is for office positions. To gain speed for court and convention reporting, it is merely necessary to continue same speed class practice daily until required speed is attained—a few more months.



## THAT WORD "SYSTEM."

The public sometimes use the word "system" as though each book on phonography had nothing in common with the others, when the fact is that they are all built from the same parent stem and each simply represents the art in its best form at the time the author of each book first introduced his work to the public. For instance, when Isaac Pitman, in 1837, printed his first manual, it represented the art as it was written by the best writers then, and that author has not greatly improved his books since. In 1855, Ben Pitman printed his book representing the art nearly as it was written in that day; though Graham, three years later, more thoroughly illustrated the art as used by the swiftest writers at that period, the art having wonderfully improved among the profession since Isaac Pitman's first work. Next, Munson and Marsh, in 1868, published works showing improvements made by the profession up to that date. Since the books of those authors appeared, however, the art has progressed in a greater ratio still, yet those books, though in their new editions bearing the date of each year since, have not kept pace with the improvements made by the profession, because it would necessitate great expense in changing their book plates; so they have printed year in and year out mostly from the same old plates, or duplicates of them, that their first editions contained, and thus, though new editions are published each year, yet said editions only represent the art in the days when those authors first printed their books, so that those authors each represent phonography as it was written professionally when they first essayed authorship, but the profession has long ago left them behind. And, as many other modern authors who were not reporters, but mere theorists, have simply copied the old editions of the above named authors or their contemporaries, this book is therefore the only one representing the professional outlines as used by the best professional writers of all "systems" at the present day. It is not a new "system," but the latest professional representation of the art as used by the best writers.

## PRELIMINARY INFORMATION FOR THE STUDENT.

It is necessary that the student be impressed with the fact that he is to write only by sound. It should be borne in mind that the phonographic signs given in the lessons are not substitutes for the letters of the Roman alphabet, but are simply signs used to represent the different elementary sounds of the human voice. Hence, the difference between the names of the phonographic Visible Alphabet and the usual

A, B, C, or Roman Alphabet. For this reason, when the student desires to spell the words *mew*, *sigh*, etc., phonographically, he must not expect to spell them in accordance with the English and American dictionaries. He must govern himself entirely by the elementary sounds contained in each word. He will then correctly spell them; m-u, *mew*, s-i, *sigh*.

In explaining this to an early student, the author was asked:

"If, in shorthand, we spell by sound entirely, then I suppose there are some words which may be spelled by the use of only one letter, like, for instance, spelling the word *be* by the use of the letter B alone."

To which the author replied: "Certainly, the shorthand letter B spells the word *be* quite as correctly as it represents the letter B. In fact it spells *bee* equally well.

STUDENT—(in dismay.) Then, suppose, in the future, I desired, or was required, to read some other phonographer's writing, or even my own that had lain by for some time and perhaps become almost or quite forgotten, and that in those notes occurred the shorthand sign for B, how could I be certain as to whether it was written for the words *be*, *bee*, or was simply a letter?

AUTHOR—Yours is a very natural question. Allow me to answer it by asking one. The sounds of those two words and the letter being precisely the same, how would you know which was meant should you hear them spoken by some one addressing you?

STUDENT.—The subject of conversation or the meaning of the sentence in which they occurred would inform me.

AUTHOR.—Exactly. Besides, neither of them can be employed in the same sense. But suppose, for illustration, either word (*be* or *bee*) or the letter, were spoken alone, without any attendant conversation, would you understand which was meant?

STUDENT.—Possibly not.

AUTHOR.—Then you must not expect more of phonography than of spoken language, than which nothing is more universally useful. It is the province of the former simply to photograph the latter. One thought more: The subject of conversation was mentioned as being a guide to the meaning of spoken words; or, in other words, the context is the key. This is often, though not always, the case in phonography. Words preceding or following a doubtful word will invariably determine its meaning. To be sure, in this particular instance, the words may be isolated and have no connection with each other, as in regular sentences. But, let us take a sentence. Just for sake of illustration, suppose, instead of declaring to your sister—"Katie, I envy you,"—you

merely repeat to her the six letters, 'K-T, I N-V U,'—is it not possible that Katie would comprehend your meaning quite as well? Undoubtedly she would, because the sound is the same in both instances, and therefore the meaning is the same. People do not spell words when they speak. Custom has determined that, in correct long-hand writing, the dictionaries must be regarded as containing the standard rules for spelling; but the student is reminded, that, in photographing the utterances of a speaker, the two phonographic signs V and U spell *view* quite as well as Webster's unabridged dictionary can, even with the help of four letters.

The foregoing illustration of spelling by sound, commencing on preceding page, was written by the author, Curtis Haven, and was printed by him in the first edition of this book, but it has since then been copied, without permission, by the publisher of a garbled shorthand book, and printed in his book as if original with him, together with other portions of this book, original only with the author, Curtis Haven. This notice is given here, so that persons who should see both books, will understand this one alone deserves the credit for originality. Every sentence in this book is strictly original with the author, Curtis Haven, and if any portion of same should be found in any other book, the reader will know that it is copied from this book.

### 300-WORDS-A-MINUTE

The lessons of this book were originally known as "Haven's 300-Words-a-Minute Shorthand Lessons", and the author has been severely criticised for using that title, his critics claiming that the public might imagine that the title meant that the lessons would give that speed to any student in three months. To this the author begs to say he does not agree to give a speed of 300-words-a-minute in three months, nor in any set time. Very few professionals have it or require it, many speakers not using over 120 or 150 words a minute. For office work 70 to 120 words a minute is the minimum and maximum. It is this speed that can be given ordinary students in three months, and the volumes of praise which business men have given respecting the superiority of work of Haven quick-time graduates over the long-time ones of other schools, prove the value of this plan of teaching.

These lessons are known as "300-Words-a-Minute Shorthand Lessons" because they contain abbreviating material, sufficient, with proper practice, to give that great speed to those few persons who have a natural aptitude for the art, whose brains and hands act very quickly by nature, and who are well educated. Once in a while a shorthand reporter meets with a speaker who talks at the rate of 180 to 200 words a minute, sometimes 250 a minute, and there have been a few public speakers like Philip Brooks, whom reporters writing the Pitman and other systems could not report verbatim, because the speaker uttered 300 or more words a minute at times, the system of shorthand written by the reporter not being capable of that speed—for most systems fail at anything over 150 words a minute. But Haven's Practical Phonography contains the speed elements of fully 300 words a minute, as the author and numbers of his brightest pupils have repeatedly written at that rate and over, at many public tests; but, it cannot be done by other systems, and, as before stated, is seldom necessary. The point that all would-be students should remember, is that any speed desired is much easier obtained from lessons containing the possibility of 300 words a minute as a maximum, than from those old lessons used by most teachers, which, at their best, have only the elements of 150 words a minute.



## PART II.

### THE INSTRUCTOR.

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#### LESSON I.

##### DEFINITION.

Shorthand writing is of two kinds—stenography and phonography.

Stenography was the shorthand of the ancients, and is not much in use today. It involves the learning of hundreds of arbitrary signs for words, and is very difficult to master.

Phonography is the shorthand of the present, and is the one employed by nine of every ten shorthand reporters, although *all* shorthand writers are called stenographers, because the old name still clings to them. Phonography is the only scientific shorthand, and is quite easily learned, if the instructions contained in these lessons are followed.

The name phonography is a union of two Greek words, *phone* and *graphe*, the former meaning *sound* (or voice), and the latter *a writing*, thus making the actual definition of phonography to be *sound writing* or *voice writing*, that is, *to write the sounds of the voice*. The science was given that name because, in writing phonography, spelling is done by actual sound, not according to the usual way of spelling. For instance, the dictionaries would spell the word *nigh* this way—n-i-g-h—using four letters. But in phonography we would spell *nigh* according to its *sound*, thus, n-i. And all other words on the same plan, thus, n-a, *nay*, n-u, *knew*, etc., etc., etc. Hence it will be seen that phonography is to the human voice what photography is to the features—one places on paper a likeness of our form, the other a likeness of our speech. Spelling, as taught in school, does not do this; neither does stenography. Therefore, they are deficient in speed. But phonography, by saving time in spelling, gives speed in two ways: i. e., both in the use of less letters, and in briefer signs.

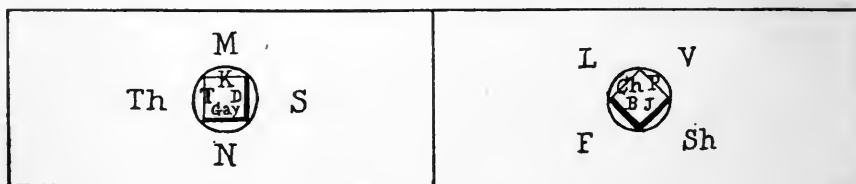
##### PRACTICAL PHONOGRAPHY.

The elements of Haven's Practical Phonography are two alphabets, one **visible** and the other invisible—a portion of the visible alphabet being pre-

sented in the following sixteen signs:

\ P	⌒ F
\ B	⌒ V
T	( Th [Pronounced <i>ITH</i> or <i>THEE</i> as in <i>Mith</i> or <i>These</i> .]
D	) S
/ Ch [Pronounced <i>TCHAY</i> as in <i>Watch</i> or <i>Chair</i> .]	⌒ Sh [Pronounced <i>ISH</i> or <i>ZHEE</i> as in <i>Fish</i> or <i>Azure</i> .]
/ J	⌒ L
— K	⌒ M
— G [Pronounced <i>GAY</i> as in <i>Gain</i> .]	⌒ N

The first column of shorthand letters in above list is composed of simple straight lines written alternately light and heavy and slanting in pairs at four different angles. The other column of shorthand letters are all lightly written curves, each one of them being a quarter of a circle, as the following diagrams containing all the letters above given will show:

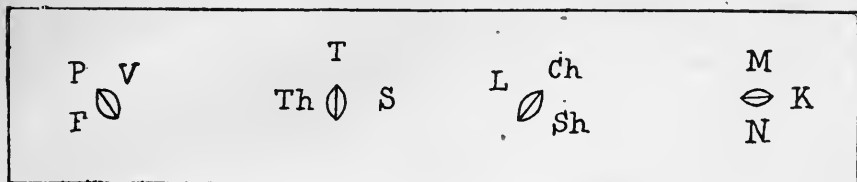


By the above, it will be seen that the straight letters are each one-quarter of a complete square, just as the curved letters are each a quarter of a complete circle; though it will also be seen that the two circles and squares, in above diagram, are each divided into different quarters from the other. This is illustrated still further by the diagram below:



The straight characters are readily enough distinguished as to slant, but sometimes beginners are apt to make mistakes in relation to the slant of the curves, and in order to impress the direction of the curves well upon the

beginner's mind, the following diagrams, showing the exact slant of each curve in comparison with the straight letters, is given:



From above, the student will observe that the points of the curved letters F and V begin and end at the same position, regarding the line, as the straight letter P would; that the curves Th and S begin and end in similar positions to T, L and Sh to Chay, and M and N to K.

Pronounce the double letters Ch, Th, and Sh, as indicated in the list: Chay, Ith, and Ish—never C-h, T-h, and S-h. The sound for G should also be always pronounced Gay. These four signs require special pronunciation, for reasons which will be better appreciated by students as they progress.

Always write the signs for K, Gay, M, and N from left to right.

Write L upward.

The other signs in foregoing list are written downward.

Other letters of the visible alphabet will be given in subsequent lessons.

### SPELLING BY POSITION.

The invisible alphabet also need not necessarily be altogether presented in this first lesson, but its use and three of its letters are best given. The invisible alphabet is really a method of spelling *by position*. That is, writing a visible letter (any one of those in foregoing list, for instance) in a *certain position* in accordance with the ruled line of the paper you are writing upon, and by that position indicating *after* the written letter the presence of some other letter not written. The letters written to indicate invisible letters are called consonants; the sounds *indicated without being written* are called vowels. Three of the vowel sounds, which are thus indicated *invisibly*, are I, A, and U, the mode of indicating them being to write a consonant *above* the ruled line of your writing paper when you desire to indicate I; write the consonant resting *on* the line to indicate A; and strike the consonant *through* or place *beneath* the line to indicate U.

For instance, suppose you desired to write the word *nigh* in shorthand: That word in shorthand would be spelled with only the two letters n and i, thus, n-i, *nigh*. Now, N is a visible consonant, as will be seen by referring to your list of letters at the beginning of this lesson. And we have just said that the sound of I may be indicated *after* a written letter *without writing* I, by placing any visible consonant *above* the line of the paper you are writing upon. So, by simply placing our shorthand letter N *above* the

line, we indicate the sound of I *after* it, and thereby spell n-i, *nigh*, as with sign 1 in Exercise.

Then, in accordance with the rule for indicating the sound of the letter A, *without writing it*, we have only to place our letter N on the line, and we invisibly indicate *after* N, the sound of A, thus spelling n-a, *nay*, as with sign 2 in Exercise.

Finally, by writing N *under* the line of our paper, we indicate *after* N the sound of U, and thus spell n-u, *knew*, as with sign 3 in Exercise.

By the above description, the student sees that it is the *position* of the *written* consonant that indicates the sound of the *invisible* letter; and, therefore, any consonant of the visible alphabet may thus *invisibly* indicate the sound of I *after* it, if such written letter be placed *above* the line of writing; A, if placed *on* the line; and U, if struck *through* or placed *below* the line.

The horizontal letters K, Gay, M, and N can not be written through the line, which is why they are written *under* the line to indicate U after them, the other letters being easily struck *through* the line, as in signs 6, 7, 15, 17, etc., in Exercise.

The dotted lines in our Exercise represent the ruled lines of ordinary writing paper.

If the student has carefully read all of Part I, of this book, especially noted the explanation under heading of "Preliminary Information," on pages 20 to 22, and also memorized the sixteen letters so far given of the Visible Alphabet, commencing this lesson, he or she is now ready to proceed with the study of Exercise I, at end of this lesson, which should be done in accordance with the following plan:

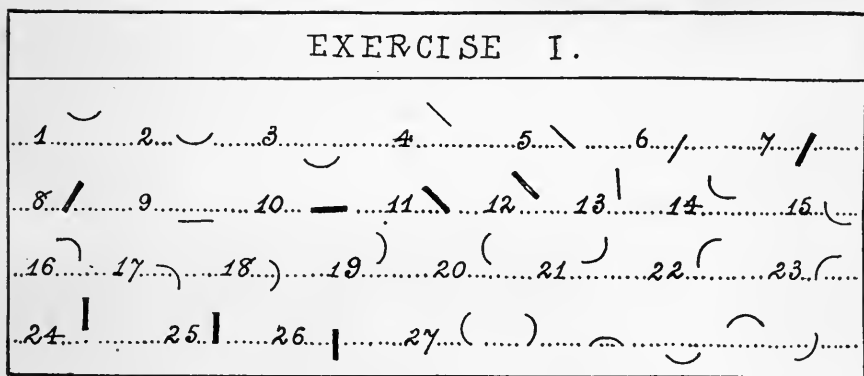
1. Read carefully the entire Exercise, tracing over with a dry pen each shorthand letter, as you read it. The tracing helps to train your hand to a familiarity with the correct formation of the shorthand letters.
2. Write with pencil each separate word or combination of Exercise at least twelve consecutive times on your practicing paper.
3. Transcribe the entire Exercise into long hand, afterward comparing your interpretation with the Key below Exercise. Repeat until perfect.
4. Looking only at the Key, write it into shorthand, afterward comparing your shorthand writing with the shorthand of the printed Exercise, repeating this wholesome practice until satisfactory, but without attempting to write faster than you can write well. Speed will come with careful practice.

These rules are alike applicable to every lesson of this course. And, in addition, in private study, the name of each sign should be repeated aloud, as it is written, a proceeding which will train the ear to recognize the proper sound, and, at the same time, train the hand to form the sign upon the writer hearing the sound represented.

Use a soft pencil for practicing, holding it between the first and second finger, keeping it in place by the thumb. This position enables the student to write with more ease than by holding the pencil between the thumb and first finger, besides insuring quicker writing generally, and more perfectly formed shorthand.

The best pencil for shorthand practice or professional use is a soft medium pencil, called by different manufacturers No. 2, or SM; and the best paper is ordinary ruled foolscap, providing it does not have too smooth a surface, as pencil writing can not be done well on highly calendered paper. The more common the foolscap, therefore, the better, the finest qualities being only suitable for pen and ink, with which shorthand practice should never be attempted.

### EXERCISE I.



### KEY I.

1, Nigh; 2, nay; 3, knew; 4, pie; 5, pay; 6, chew; 7, Jew; 8, jay; 9, cue; 10, gay; 11, bay; 12, by; 13, tie; 14, fie; 15, few; 16, vie; 17, view; 18, sue; 19, sigh; 20, thy; 21, shy; 22, lie; 23, lay; 24, die; 25, day; 26, due; 27, They say May knew my shoe.

NOTE 1—The figures accompanying each word or outline in the above Exercise and Key, and others of this course, are inserted for the student's convenience in referring from the one to the other. They are not to be considered as any part of the phonographic signs. The same is true of all subsequent lessons as well.

NOTE 2—Home students should learn every lesson of this course perfectly enough to write each sign correctly when the key is slowly read aloud to them. This practice of writing from dictation should be done with every Exercise, and done well, before commencing another lesson. The lessons may be learned without such aid, but speed comes more quickly with it.

NOTE 3—Students of these lessons, desirous of having their written exercises criticised, or desiring to ask any questions whatever, in regard to the lessons, or relative matters, can address the author, CURTIS HAVEN, P. O. Lock Box 1162, Philadelphia, Pa.

## LESSON II.

## TIMELY SUGGESTIONS.

Become perfectly familiar with one lesson before another is attempted.

A careful revision each day of the exercises written on the previous one will prove an invaluable aid to the memory.

It is only by repetition that you will obtain a complete familiarity with new exercises, therefore do not fail to write every new word or sign at least a dozen times before writing the exercise as a whole.

For every hour spent in writing phonography spend a similar one in reading and rereading. This time will be well spent, while a non-compliance with this suggestion may cause infinite trouble in the student's early attempts at reporting.

While practicing the exercises of any lesson, students should form the outlines both carefully and slowly, paying particular attention to the proper formation of shorthand characters, both regarding length and curvature. Careful practicing while learning will bring speed far more quickly than carelessly written exercises, besides bringing with such speed that without which speed is useless—legibility.

## SMALL VISIBLE LETTERS.

、 I	、 i [Short-i as in <u>it</u> .]
、 Oi [Pronounced as in <u>oil</u> .]	、 a [Short-a as in <u>at</u> .]
、 A	、 W [Pronounced <u>WAY</u> .]
、 O	、 Wh [Pronounced <u>HWAY</u> .]
、 H [Pronounced <u>HAY</u> .]	、 e [Short-e as in <u>let</u> .]
、 Ow [Pronounced as in <u>owl</u> .]	、 E
、 & [Or Ai as in <u>air</u> .]	、 Yay [Or short-u as in <u>but</u> .]
、 Oo [Pronounced as in <u>tool</u> .]	、 U

By the foregoing list of small signs, students are introduced to sixteen more letters of the Visible Alphabet, the three consonants (Hay, Way and Whay), and thirteen *visible* vowels—each pair of letters slanting or curving in the same directions and occurring in same order as their larger prototypes in Lesson I. And, that their distinctions of outline may be the better memorized, the new list is reproduced in comparative form in the diagram at top of opposite page.



The letters Hay, Way and Whay, like the letters of first lesson, are used to spell words by position, above, on or beneath the line, signs 1 to 7, inclusive, indicating invisibly I by position above the line, A on the line, and U beneath.

Do not imagine, because some signs of above list have capital letters near them and others small letters, that such distinction is represented by them. There is no occasion for capital letters in Phonography, any more than in speech, and the use of a small Roman letter opposite a sign is simply to help the student to remember that that sign has a short sound; and, upon the same principle, a Roman capital letter near a shorthand sign in the shorthand alphabet simply means that such shorthand sign possesses a long or ordinary sound.

Write the shorthand letters of the present list in the following directions: E and short e, either upwards or downwards, according to convenience; Ai, Oo, Yay and U, from left to right. The other signs in above list write downwards.

The signs representing the sounds of H, W and Wh, must always be called and referred to as Hay, Way and Whay; the signs opposite the small letters i, a and e should be called short-i, short-a and short-e; and the other signs in accordance with the letters opposite them, & or Ai being either pronounced *and*, or the same as A, excepting perhaps a trifle more prolonged, like the two a's in the word *Baal*, though even if A and Ai be pronounced exactly as one sound, no difficulty would arise in their use, as will be seen by future lessons.

The signs represented by the small letters i, a, e and u require particular attention, and, explanatory of their use, it is necessary to say that to spell by sound (which is the only way spelling is done in phonography), there must be, when writing them, a separate sign for each and every distinct sound; and, as I, A, E and U have each more than one sound, we, therefore, in phonography, when writing each sound, represent it by a separate and distinct letter, the long sound of I, as heard in the word *bite*, being represented by the first sign in the list heading this lesson; the short sound of i, as heard in the word *bit*, being indicated by the ninth sign in same list; the ordinary sound of A, as heard in the word *fate*, by the third sign in the list; the long sound of Ai, as indi-

cated in pronouncing the word *fail*, by the seventh sign in the list; the long sound of E, as heard in the word *feet*, by the fourteenth sign in the list; the short sound of e, as in *met*, by the thirteenth sign; long sound of U, as heard in the word *pure*, by the sixteenth sign, and short-u, as heard in *butt*, by the fifteenth sign in the list. Examples showing how these signs are used to the consonants are given in this Exercise.

By this lesson the student will observe that the vowel sounds of I, A and U are not only represented *invisibly*, as described in the last lesson, but also that those sounds have *visible* letters. The reason for the existence of two ways of representing the same vowel sounds—visibly and invisibly—arises from the fact that both are equally useful and necessary. The invisible means of representation, as described in Lesson I, is most frequently used—always, when, in ordinary words, either of their sounds occur *after* a consonant, wherein it is possible to place the consonant in position to indicate the presence of a vowel without writing such vowel. But, vowel sounds often happen to be complete words of themselves, and therefore unaccompanied by a consonant, as with the personal pronoun I, or the article A; or, when a vowel sound would spell a word of itself, as the vowel signs O and U do in the last part of the Exercise to this lesson, wherein the first four words of the sentence “I owe you a new tie” are represented simply by the visible vowels I, O, U and A. Then, again, such sounds are sometimes initials of personal names, as I for Isaac, A for Adam, etc.—in which cases invisible representation could not be employed. Sometimes, too, though not frequently, personal names are best written with them, and generally foreign terms. Again, the vowel sounds of I, A and U were, in last lesson, represented invisibly *after* a consonant, not *before* one; and, as there often occurs instances in which the vowel sounds are the *commencing* letters of words and therefore *precede* the first consonant of such words, it sometimes becomes necessary to write them as in the Exercise to this lesson, signs 8 to 34 inclusive.

In those signs, 8 to 34, it will also be seen that such outlines invariably rest upon the line, that position being the proper one for all letters of the alphabet when not indicating invisible vowels, as well as when indicating the second place invisible vowels. It is only when a first or third position vowel is to be indicated *invisibly* that written characters are placed above, through or beneath the line.

Be sure to learn every Exercise strictly in accordance with the four rules preceding the Exercise of Lesson I.

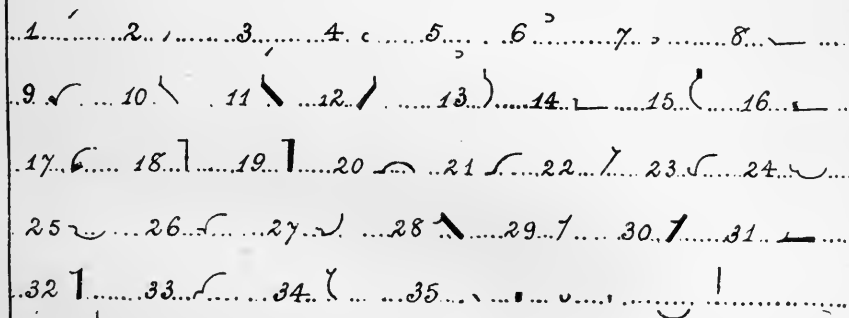
Further use of the visible vowels will be explained in next lesson, in which is given the concluding letters of the Visible Alphabet.



## PEN OR PENCIL.

Before closing this lesson, there is one subject, the importance of which the author desires to properly impress upon the minds of his students: It is the necessity of an immediate choice between pen and pencil, in regard to which shall be made use of in the student's phonographic writing practice. Student are, of course, at liberty to use both if they choose, and alternate their use as frequently as they wish, but such inconstant use, the student is informed, will greatly delay her or his acquisition of speed. Each instrument differs from the other in facility of execution, and whichever the hand becomes most accustomed to, it writes much quicker and better with. The author prefers a pencil because it can be used under most any or all circumstances, while a pen cannot be employed except under certain favorable conditions. The pencil will glide over the paper much more quickly, and thus affords greater rapidity of execution than the pen, while rapid pencil writing is easier to read than rapidly-made penmarks, for the reason that the use of the pencil avoids the little meaningless ticks and dashes which the pen is almost always certain to leave attached to rapid shorthand writing. It is, however, even better to make constant use of a pen than to be continually changing from one to the other, for the reasons given.

## EXERCISE II.



## KEY II.

1, High; 2, hay; 3, hue; 4, weigh; 5, whew; 6, why; 7, whey; 8, Ike; 9, oil; 10, ape; 11, Abe; 12, age; 13, ace; 14, ache; 15, oath; 16, oak; 17, owl; 18, ate; 19, aid; 20, aim; 21, ail; 22, itch; 23, ill; 24, inn; 25, Ann; 26, Al; 27, ash; 28, ebb; 29, etch; 30, edge; 31, egg; 32, Ed; 33, eel; 34, youth; 35, I owe you a new tie.

## LESSON III.

## FINAL LIST OF VISIBLE LETTERS.

— R	o [Short-o as in on.]
— Rm [Pronounced ARM or REM]	oo [Short-oo as in foot.]
) Z	ah
— Mb or Mp [Pronounced EMB or EMP]	ah [Short-ah as in ask.]
— Ng [Pronounced ING.]	Aw

In above final list are presented ten signs—the concluding letters of the Visible Alphabet of Haven's Practical Phonography—the last five—short-o, short-oo, Ah, short-ah and Aw—being vowels; the others, consonants. The three letters requiring particular pronunciation are Rm, Mb or Mp and Ng, which must always be learned and referred to as Arm, Emb or Emp and Ing, the signs represented by the small letters o, oo and ah, being called short-o, short-oo and short-ah.

R and Arm are always written upwards and at a slant just midway between Chay and K; Emb is a thickened M; Ing a thickened N; Z like a thickened S; short-o is the O of last lesson bowed, or like a shaded Whay; short-oo is the Oo of last lesson bowed, or like a shaded U; Ah is a waved line resembling the juncture of the letters Whay and Way in that order, while short-ah and Aw are waved lines similarly resembling the juncture of Way and Whay, Aw being shaded in center.

R, Arm, Z, Emb and Ing are written the same size as the letters illustrated in Lesson I; the other letters of this list are written the size of the small letters of Lesson II, that is, one-eighth the size of the large ones. The letter R is, of course, placed *above, on or through* the line of writing to represent I, A or U invisibly, as in signs 1, 2, 3, in Exercise. To clearly illustrate the exact slant of R and Arm, the author presents those letters below grouped with Chay, K, etc.

<p>T Ch</p> <p>↙ R</p> <p>K</p>	<p>D J</p> <p>↙ Rm</p> <p>Gay</p>
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By always writing R and Arm upwards and Chay and J downwards, the difference in slant between those letters is easily maintained.

To better exhibit the similarity to each other, as well as the individual differences between the outline of each character given in


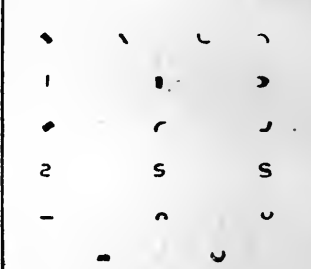
preceding alphabetical lists, the author herewith appends:

### THE COMPLETE VISIBLE ALPHABET.

\ P	\ I
\ B	\ Oi
T	A
D	O
/ Tchay	/ Hay
/ J	/ Ow
— R	— Ai or &
— Arm or Rem	— Oo
— K	~ Short-i
— Gay	~ Short-a
⌋ F	⌋ Way
⌋ V	⌋ Hway
( Ith or Thee	⌋ Short-o
) S	⌋ Short-e
) Z	⌋ E
⌋ Ish or Zhee	⌋ Yay or Short-u
⌋ L	⌋ U
⌋ M	⌋ Short-oo
⌋ Emb or Emp	⌋ Ah
⌋ N	⌋ Short-ah
⌋ Ing	⌋ Aw

The above Complete Visible Alphabet of Practical Phonography is composed of twenty-one large letters, about three-sixteenths of an inch in length, and twenty-one small characters, made about one-eight the size of the large ones. Twenty-four of these letters are called consonants and eighteen vowels. All the large letters and the small ones Hay, Way and Whay are the consonant letters, the remainder of the small letters being the vowels.

Now, for further successful progress in these lessons, it is especially necessary that every sign of the Visible Alphabet be so thoroughly familiar to the eye of the student that any of those signs be known when not presented in the ordinary order of their arrangement, and hence, for memorizing, they are illustrated in comparative form below:

CONSONANTS.	VOWELS.
	

Students should practice memorizing the alphabet until the letters in foregoing schedule can be read with considerable facility, both from left to right and right to left, before attempting to learn further exercises. Such memorizing will not only give a thorough acquaintance with the names of the signs of the Visible Alphabet, but the separation of the vowels and consonants, as in the schedule, will also serve to impress upon the mind which signs are consonants and which visible vowels.

The use of the vowel signs in spelling personal names is shown in signs 4 to 20 in Exercise, though all spelling, even in personal names, should be done phonetically, viz: R, long-I and T, as in sign 4 in Exercise, spells the personal name of *Wright*, etc., etc., because even in writing personal names, all that is necessary is to write *sounds*, for, in speaking Mr. Wright's name, we would simply utter the sounds of R, long-I and T, and hence we need no more representation in phonography, but we generally write the vowel sign in personal names instead of indicating it invisibly, for reasons which will be explained in a future lesson, though in spelling the common words, *right* or *write*, we would have indicated the vowel sound by position.

The numeral *eight* is spelled ai-t, as in sentence in sign 45.

The proper place for all outlines which do not indicate invisible vowels is on the line of writing, hence, all the proper names of signs 4 to 20 in the Exercise are *commenced* or *rest* on the line. It is only when vowels are indicated *invisibly* that outlines are commenced above,

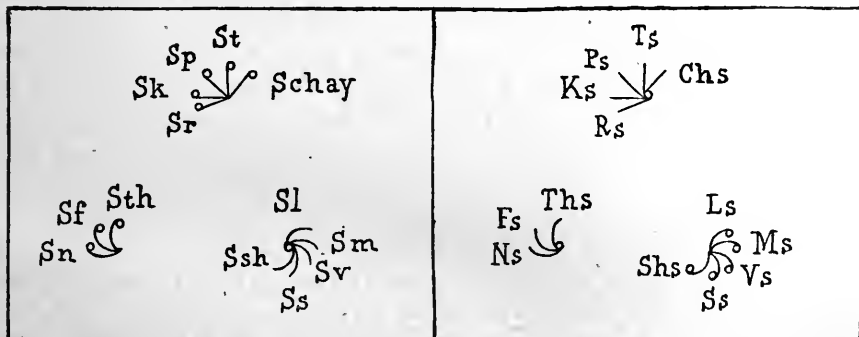
through or beneath the line, and even then it is only the first consonant which takes position, other consonants taking whatever position is convenient at the time, as with signs 27 and 33 in Exercise, wherein the second written letter is written out of position simply because the first consonant must have position, and both cannot.

It will doubtless be no little satisfaction to the beginner, however he or she may love study, to know that with this lesson terminates all visible alphabetical memorizing, enough means having now been presented to represent, phonographically, any sound of the English language. The elements of phonography being now within the grasp of the learner, future lessons will be entirely taken up with interesting contractions and practical application of the system.

### THE CIRCLES S AND Z.

Rapidity in writing shorthand frequently necessitates, for the representation of the oft-recurring sounds of S and Z, a much shorter method than that found in our Visible Alphabet.

A small light circle is therefore often used to represent the hissing sound of S, and a shaded small circle to indicate Z under similar circumstances. These circles are joined to other consonants by writing them on the most convenient *side* of curved letters, and on the right or upper *side* of straight ones, though they may be placed at either *end* of any letter, as in following diagrams, the circle being read where written:



The superiority of these circles in point of speed, over the long signs for S or Z, is a fact which will be more or less appreciated and taken advantage of by the student. But, lest there be a disposition to do away entirely with the original signs representing these sounds in the Visible Alphabet, it is necessary to state that there are instances wherein the signs for S and Z, as written in the Visible Alphabet, *must* be employed. They are:

First. When either the sound of S or Z constitute the only consonant of a word, as in sign 21 of this Exercise.

Second. When either of the sounds of S or Z is the first consonant in a word, and is preceded by an invisible vowel, as in sign 22.

Third. When an invisible vowel sound terminates a word in which either S or Z happen to be the last consonant. Signs 26, 27, 33, 35 and 36.

Under the above three rules, the long S or Z of the Visible Alphabet *must* be used, and in the second and third rules, the student, when reading, has an infallible guide whereby to determine when an invisible vowel precedes or follows either S or Z in a consonant combination. In other words, when he sees the S or Z of the Visible Alphabet, beginning such a combination, he knows an invisible vowel *must* be read before and in conjunction with it, and that, when either of those long letters ends such a combination, there is an invisible vowel following it, as part of the word.

Under all circumstances not covered by above three rules, use the circle S or Z wherever possible. For instance, when either the sound of S or Z begin a combination, with no vowel before it, use the circle as in signs 23, 29, 30, 37, 38 and 40 in Exercise. When the sounds of S or Z end any combination, with no vowel sound after, use the circles, as in signs 24, 25, 28, 32, 34, 39 and 41 in Exercise.

Compare sign 22, indicating a preceding vowel, and sign 23, with no vowel before the S. Also compare sign 25, indicating no final vowel sound, with sign 26, indicating the final vowel E sound of Y.

Also compare sign 34, *maz*, spelled in shorthand with no final vowel sound, and sign 35, *ma-zy*, showing the final E sound of Y by full sized Z.

Just here the student may ask how it is known that the vowel sound is E following long-S in signs 26 and 27, or following Z in signs 33, 35 and 36. The answer to this is, that in English the final sound of such words ending in Y is always pronounced nearly like the vowel E, and therefore all that is necessary is to remember that when a vowel sound ends a word whose last visible letter is S or Z, the shorthander is to write the long S or Z, as in the instances just named, and when he or she reads those letters, to pronounce after them the vowel sound of E, when the key to the outline will be at once evident.

The E in *case*, (sign 24), *race* (sign 25), *sire* (sign 30), *maze* (sign 34), etc., is of course silent and not considered in shorthand spelling.

A double-sized light circle, written alone or joined to other letters in accordance with the rule governing the small circles, represents the sounds *ses*, *sez*, *sise*, *zes*, *zez*, etc.. See signs 42, 43 and 44 in Exercise.

This double-sized circle must not be mistaken for double-s (ss) in the English spelling of the word *lass*, etc. In phonography no letters are wasted and *lass* and kindred words terminating with double-s, are spelled quite as legibly, and much more economically, thus: l-a-s, *lass*.

These small and large circles are joined to the letters R and Arm in the same manner and upon the same sides as those circles are joined to K or Gay. See signs 24, 25 and 30. This is no more than proper, for R and Arm are written from left to right, as K and Gay are, and should, therefore, be treated similarly in this respect.

This rule the student will have frequent cause for recalling in future lessons and he or she should bear it well in mind and on all occasions where junctions are made with, or circles added to, the letters R and Arm, such junctures and additions must be made to R and Arm in precisely the same manner that they would be added to K or Gay.

When joining shaded circle-Z to letters, shade most convenient way.

### C, Q AND X.

There are three letters which students who have had but little experience in spelling by sound will look in vain for among the letters of our Visible Alphabet, viz.: the Roman letters C, Q and X. The Roman C is not contained therein, because, in spelling by sound, phonographers do not need the help of that letter, the soft sound of C, as heard in the word *city*, being represented in phonography by the phonographic S, that word being spelled *sit-e*, as in sign 29 in Exercise; while the hard sound of C, as heard in *case*, is represented by K, and that word spelled k-a-s, as in sign 24 in Exercise.

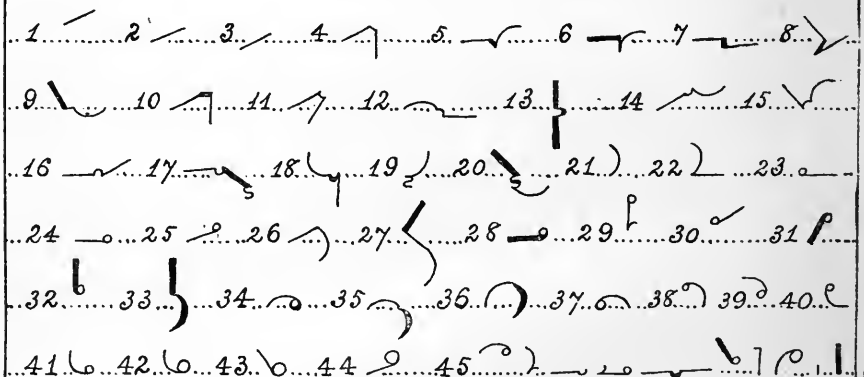
The soft and hard sounds of the Roman letter G are similarly dealt with in phonography, J being used to spell such words as *gypsy* and *sage* (thus jip-se, *gypsey*; s-a-j, *sage*) as in signs 27 and 31 in Exercise; the hard sound of the Roman letter G, as heard in the word *game*, being indicated phonographically by the letter Gay of our Visible Alphabet, as seen in sign 28 in Exercise.

The letters Q and X are not incorporated in our Visible Alphabet, because those letters are not needed in spelling by sound, and are never so used, they being themselves composed of more than one simple sound and therefore made by the union of other letters and really spelled thus: K-u, Q; short-e, K and circle-S, X; as in sentence 45 in Exercise, in which sentence is also shown how to represent the letter C as the initial of a person's name (by spelling it thus: s-e, C) which is the plan upon which all initials are represented in shorthand writing, as is fully explained in the last lesson of this course.

## HOLDING THE PENCIL.

In Lesson I the student is requested, when writing phonography, to hold the pen or pencil between the first and second fingers, merely keeping it in place with the thumb. Most phonographers employ this method, though there are a few who profess to prefer the ordinary penmanship style, saying that a special method for shorthand writing is simply affectation. This is a mistake. The philosophy of the matter is, that in ordinary penmanship the letters all slant in one direction, and are written always either downward from the right or upward from the left, and hence the regular penmanship manner of holding the pen is decidedly preferable in ordinary writing; but in writing phonographically the shorthand characters are formed in such a variety of directions, downward from the right, perpendicularly, horizontally, etc., etc., that a special position of the hand, if one would make the characters easily and rapidly, is a requisite which is best secured by holding the pen or pencil between the first and second fingers, by which plan the hand is less liable to become cramped from excess of work.

## EXERCISE III.



## KEY III.

1, rye; 2, ray; 3, rue; 4, Wright; 5, Coyle; 6, Gale; 7, Coke; 8, Power; 9, Bain; 10, Roote; 11, Rich; 12, Mack; 13, Dordd; 14, Wren; 15, Peel; 16, Kurr; 17, Cuba; 18, Foote; 19, Shah; 20, Pawn; 21, say; 22, ask; 23, sack; 24, case; 25, race; 26, racy; 27, Gypsey; 28, gas; 29, city; 30, sire; 31, sage; 32, dies; 33, dizzy; 34, maze; 35, mazy; 36, lazy; 37, same; 38, save; 39, vice; 40, safe; 41, face; 42, faces; 43, paces; 44, races; 45, Miss C. Q. X. Cook buys eight laces a day.



## LESSON IV.

## ADDITIONAL USE OF THE VISIBLE VOWELS.

In words wherein visible vowels are necessary, and where the juncture of a visible vowel with the required consonant or consonants would be difficult or impossible to accomplish, a sign representing another sound of the same Roman vowel is substituted. For instance, it would be impossible to recognize the straight sign for long I, when joined to the letter P, and yet to properly read the word *Pine*, when it is a person's name, it is necessary to visibly represent the vowel sound. To do this we join the sign for short-i, and, in order to show that we intend the sound meant to be long-I, we thicken short-i, as it is shown in sign 26 in Exercise, which thickening tells us that it is substituted for long-I. Similarly, as shown in other signs in this book, other light vowels may be substituted to represent the long ones by thickening, excepting the sign for short-a, which is not needed to be substituted for long, ordinary A, because the sound for Ai can be better employed, as in sign 24 in Exercise, though as A and Ai represent sounds so very similar that most people make no difference in their pronunciation, it is not necessary to thicken either A or Ai when substituted for each other, either sign being used for the other without particular indication. In instances where the long sounds of O and Oo need to be shown, but will not join, the signs for their short sounds are used, and bowed in the *opposite direction* to show substitution, short-o being turned around in the form of a heavy letter W, and short-oo, like a heavy short-u, as in signs 27 and 28 in Exercise. Short-oo, when made in the shape of a short-u, will not be mistaken for that letter; because, when the sign for long-U is substituted for the short one it is only shaded at one end of the curve, while short-oo is thick all over. The latter is shown in sign 28 in Exercise. For a similar reason short-u, when shaded to indicate the sound of long-U, will not be mistaken for the substituted short-oo.

When Oi is required to be added to B and similar shaped characters, it may be bowed in the shape of short-a, as in sign 31 in Exercise, and being written heavy will not be mistaken for short-a, as short-a is never thickened when substituted for any other sound of A.

To accommodate the downward stroke of Ow, the letter Hay is written upward, as in sign 25 in Exercise, but as Hay should generally be written downward, Ow would have to be written upward upon such other occasions.

Ah may be used for Aw by thickening beginning stroke. Sign 29.

Ah and short-ah may be substituted for each other without thickening.

The sign for Ah or short-ah may be substituted for A or short-a in instances where the regular sign for A or short-a would not join, as in illustrations further on.

This substitution of the vowel signs for one another, as shown in signs 24 to 31 in our Exercise, as above described, illustrate instances which will, however, very seldom occur, and need not cause any fear of confliction on the part of the student. The vowel signs will, in general, join easily when required, as they do in last lesson, without substitutes.

If students prefer, they need not join the vowels. Signs 31 and 32.

### COALESCING VISIBLE VOWELS.

Besides the preceding described uses for the visible vowels, they are also employed in instances where two vowel sounds together terminate a word, as with the vowel sounds of a and e pronounced terminating the word *payee*. Sign 18 in Exercise. In such case and others illustrated in the Exercise, it would be impossible to invisibly represent two sounds by one preceding consonant sign, and a visible *vowel* cannot indicate an invisible one, nor a consonant indicate one invisible and one visible vowel at the same time. Hence, the necessity and wisdom in writing both vowel sounds when they together terminate a word.

In some instances, however, as in such words as *Uriah*, *Noah*, etc., the final Roman ah possesses a sort of neutral sound, in which the aspirate sound of H seems to take so important a part, the sound being *eh*, that, in such cases, especially if the sign for short-e would not make a perfect juncture, the sign for Hay may be joined terminating the outline, providing Hay be written upwards when so joined, as in signs 21 and 22, etc. in Exercise. This use of the letter Hay will not cause it to clash with its ordinary use as a consonant, because, as a consonant, it would not occur following a visible vowel, and also because of the fact that it is written *downwards* as a consonant, while, in the representation of i-ah and o-ah, it is written upwards. I-ah and O-ah are written the same when they occur preceding a word, as in *Owen*, where the sound is O-eh-n. If *Owen* were to be written simply O-n, as some suppose, it might be read as *Own*. Therefore, indicate the *eh* sound, as in sign 23.

It will be noticed in writing the names *Uriah*, *Noah*, etc., that no provision is made in phonography to indicate capital letters. In other words, the capital letter N in *Noah* (sign 22), is represented by

the same sign which is used to indicate the small letter n in *knew*, sign 3 in Lesson I. This principle is founded upon the fact that, as people do not indicate capital letters when they speak, it is, therefore, equally unnecessary to represent them in phonography, and as phonographers write from sound entirely, no confusion can arise in reading one's shorthand notes even without capital letter indication.

### VISIBLE VOWEL JUNCTURES.

As it is in only a very few words of our language wherein it is necessary to write vowels, the student will seldom be required to write such cumbrous outlines as predominate this lesson, vowels in general being indicated invisibly, as in Exercise of first and succeeding lessons.

The principal object of this lesson is to show students how to join vowels when necessary, in personal names and initials, and though, in writing the latter, the vowel signs should always be employed for reasons which students will understand better as they progress, yet, even in personal names, if students are thoroughly familiar with the personality they are writing about, they need not insert vowels unless they so desire, but simply write the consonant outline in position to indicate the vowel, just as common words are written phonographically.

### THE INVISIBLE ALPHABET.

In Lesson I was explained the application of the main principle of the Invisible Alphabet of Haven's Practical Phonography, in indicating the vowel sounds of I, A and U invisibly by writing a consonant, after which one of those vowel sounds occurred, either above, on, through or beneath the line of writing, according to whichever vowel was intended at the time, and such principle has been used throughout the Exercise of each lesson preceding this, but the positions of the consonants were given no technical names. The student now being prepared for further explanation concerning the entire Invisible Alphabet, it becomes necessary to state that those three positions—above, on, through or beneath the line of writing—are known respectively as the first, second and third positions, and the vowels represented by such positions are known as first-place vowels, second-place vowels or third-place vowels, the sound of I, therefore, when represented invisibly, being a first-place vowel; A, a second-place vowel, and U, a third-place vowel.

But those three vowels are not the only ones so represented and so named. On the contrary, the entire eighteen vowel sounds of the English language are divided into those three classes—first-place, second-place, and third-place vowels—and are represented invisibly by those three positions only, in accordance with the table at top of next page:

FIRST	E	{ Long sound, as heard in <i>beet</i> , Short sound, as heard in <i>bet</i> .	To indicate these sounds, write the consonants of a word in the FIRST POSITION, above the line.
PLACE	I	{ Long or dual sound, as heard in <i>bite</i> , Short sound as heard in <i>bit</i> .	
VOWELS	OI	{ The diphthongal sound, heard in the words <i>boil</i> and <i>oyster</i> .	
SECOND	A	{ Long English sounds, heard in <i>pate</i> or <i>pair</i> , Sounds of AH, heard in <i>pat</i> and <i>ask</i> . Broad sound of AW, heard in <i>pall</i> , Short sound, as heard in <i>Pat</i> .	To indicate these sounds, consonants should occupy SECOND POSITION, resting on the line.
PLACE			
VOWELS		O { Long sound, as heard in <i>pole</i> , Short sound, as heard in <i>Polly</i> .	
THIRD	U	{ Long sound, as heard in <i>pure</i> , Short sound, as heard in <i>putty</i> .	For these, place consonants in THIRD POSITION, through or beneath the line.
PLACE	OO	{ Long sound, as heard in <i>fowl</i> , Short sound, as heard in <i>foot</i> .	
VOWELS	OW	{ Diphthongal sound, as heard in the words <i>fowl</i> and <i>allow</i> .	

Read the above table over until well understoꝑd, but it is not necessary to memorize it entire. Simply to memorize the main letters E, I, Oi; A, O; U, Oo and Ow; and their positions, is sufficient to impress the positions of the other sounds upon the mind, because the other sounds are merely variations of those eight.

Nor need students fear that the use of only three positions for the representation of eighteen different vowel sounds will serve to perplex them, when reading their own notes, if correctly written. All professional shorthand writers omit those eighteen sounds, representing their omission by three positions only, and to illustrate how comparatively easy it is to read by position, even with such a number of invisible vowel sounds to choose between, let us analyze the first word in our Exercise. The first sign in our Exercise happens to be an F above the line, which position, we are told by above schedule, represents the indication of either of the three sounds E, I or Oi after the letter F; therefore, such sign reads, according to the rule, either *f-e*, *fee*; *f-i*, *fie*; or *f-oi*, *foi*. But, as *foi* is no word at all, we have but two words to choose between, *fee* or *fie*. In this instance the word intended is *fee*, because the Key to the Exercise says so. But should there have been no Key it would

not have mattered which word the pupil transcribed it as, because the words in this Exercise are in no wise dependent on each other. Indeed, in this and some subsequent lessons, wherein the words of the Exercise are isolated, pupils may frequently, though working according to rule, interpret words differently from the Key, as they might have done with *fee*, in this Exercise. This must not, however, lead them to suppose that this will always be their experience. On the contrary, should this letter F have occurred (in the position it occupies in this instance) within a sentence, no doubt about its meaning would have arisen, because other words preceding or following this particular word in the same sentence would have designated its meaning at once. A person would not be apt to say "A lawyer's *fe*," or "*Fee, fee*, for shame!"

In sign 2 in Exercise the position adds either A or O to F, making either *fay* or *foe*, but as the Key says *foe*, read it so, especially as there is no such modern word as *fay*.

Sign 3 would read as either f-u *few*; f-oo, *foo*; or f-ow, *fow*; but as *foo* and *fow* are no words, we read the outline as *few*; so that, as a general rule, only one word could be made out of such outlines anyway, and where more than one, the context shows which one. Where such would not be the case the visible vowel would be written as in signs 12 to 14 in Exercise. Sometimes a preceding vowel is written, and the final vowel indicated by position, as in signs 15 to 17—the preceding vowel a in *allow* being written and the L placed through the line to indicate *ow* after the L, spelling a-l-ow, *allow*, etc., etc.

### IMPORTANCE OF SPELLING BY SOUND.

The main thing is not to forget that phonography means writing by sound. No attention should be paid to ordinary spelling. Keep in mind the fact that the invisible vowel Ow does *not* mean the letters O and W, and can *not* be used to spell the word *know*. The Invisible Alphabet Ow is the *sound* of Ow, as heard in such words as *bough*, which word is spelled phonetically b-ow, *bough*, as in sign 6 in Exercise. The word *know* is spelled n-o, *know*; *shows*, sh-o-s, as in signs 8 and 36.

Again, do not seek to indicate the silent letter *e* occurring at the end of such English-spelled words as *foe*, *chase*, *sale*, etc., signs 2, 33 and 34 in Exercise. F and o spell *foe* phonographically and chay-s, *chase*, or S, long-A and l, *sale*, just as correctly as speech can utter them.

Do not, for an instant, forget that it is the phonographic reporter's duty simply to write the *sounds* which drop from the speaker's lips, not to spell words. For, if all the sounds of a speaker's utterance are correctly placed on paper, the speech has actually been placed there, and

simply by pronouncing the sounds thereon, in their order, the speech is heard again, and can easily be transcribed into ordinary spelling for the use of those who do not know the shorthand. Once get the sound correct and the sense is there also, for it is only sounds we hear when we speak to one another, and what is more useful or more used than speech? People do not *spell* nor indicate silent or capital letters when speaking, which fact is the prime reason why it is not necessary to do either in phonography. The simple presentation of the seven small letters, i c u x-l f-e, when addressing a lady or child, would be understood quite as readily as if you had written the words which those sounds represent, and had spelled and capitalized them into the bargain. The full sentence, "I see you excel, Effie," may be better English spelling, but it means no more than the seven letters above printed.

Spelling by sound always saves time, and though it may seem strange to the beginner that it makes our shorthand Visible Alphabet longer than the ordinary A, B, C, or Roman alphabet, yet such deviation in length is really only a seeming one, as, in the Roman alphabet, several letters have more than one sound.

The reason our shorthand alphabet commences with P, B, T and D, instead of A, B, C, is because the phonographic alphabet is arranged to suit the order of the signs, instead of their name.

#### POSITION VOCALIZATION.

As in this lesson are represented words having two joined consonants, it is necessary to state that, in general, the invisible vowel sound is indicated by the first consonant of a word, no matter what position the other consonants may happen to be in, as in sign 41, the invisible vowel O in *ropes* being indicated by the position of the first consonant R, and not by the second consonant. This is the rule. But like most rules in life it, of necessity, has an exception, but only one: That exception existing in instances where the small consonants, Hay, Way and Whay, or the horizontal consonants, K, Gay, M and N, are *followed by a descending* letter, as in signs 42 to 47, inclusive, in which case the invisible vowel is determined by the position of the second consonant, instead of the first. But it is only when the second consonant is a *descending* one that the exception applies, as otherwise the regular rule governs Way, K, Gay, etc., as well as other consonants.

In words of two syllables, such as *berry* and *funny* (signs 49 and 50), the concluding letter Y is pronounced somewhat like the short-i in *bit*, or like an E. Those words, then, in spelling by sound, must be spelled ber-e, *berry*; fun-e, *funny*; and, being spelled phonographically with those sound letters, they must be written accordingly; hence the final

letter Y in those and similarly constructed words is written with the E sound of Y indicated invisibly, but *not* by position, because not necessary.

It is impossible, in writing words of two or more syllables, always to give each syllable the proper position required by its particular vowel. As a general rule, only one syllable in a word can be accommodated in this respect, and the syllable thus honored should be either the first, as in sign 50, or the syllable containing the most conspicuous vowel, which is generally the accented one. There are instances, however, in which it is not necessary to apply this rule. Those instances are found in words, the phonetic outlines of which are so extended that their meaning is sufficiently distinct without recourse to any especially significant position, and which are, therefore, written in the second position, the easiest position in which to write. Sign 52 in Exercise.

It may be asked what rule will determine whether sign 50 in Exercise spells *fun* or *funny*, since both words contain the same consonants, F and N. To this the author replies that each alphabetical consonant may indicate an invisible vowel after it, and there being two full-sized consonants (F and N) in *funny*, there may also be two vowels indicated, one after each consonant, as there happens to be (f u and n-e), which, vowels and consonants, spell *funny*. *Fun* would have been written with only one full sized consonant (an F), the N in *fun* being indicated in another manner, the explanation of which is reserved for future lessons.

It would be unprofitable to students were the author to take up space in the descriptive part of a lesson to presuppose instances ahead of the principles already described in the lesson. And, furthermore, such a method, in addition to being a waste of time, would have no other effect than to confuse.

It is, therefore, best for students not to worry themselves about future possibilities—wondering whether such a manner of writing a word will or will not cause confliction with other words not in the lessons, etc., etc. Better learn the lessons just as they are, reading the Exercise as the Key says, and writing words in the Key as the Exercise directs, and the student will be sure not to go astray. Remember that everything cannot be explained in one lesson, and that if students will be satisfied to take instruction as it comes, they will find all their questions answered and all their conundrums solved by the time the last lesson is reached, while most questions will solve themselves as one progresses.

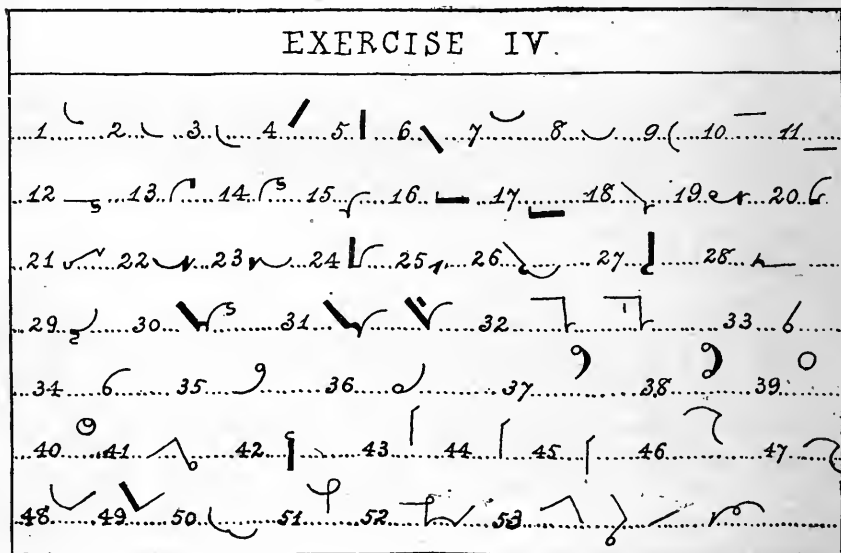
Students must expect, at first, a little difficulty in reading purely consonant outlines, but this difficulty will diminish with each lesson, and entirely disappear with practice in reading.

In sign 39 in Exercise, the big circle-Ses is written above the line for the word *cease*, and in sign 40, the small circle-s is also added inside the large circle to make *ceases*.

Additional practice in joining the circle-S and Ses is given in signs 33 to 38, inclusive. The word *necessity*, sign 51, is spelled ne-ses-te, as it is easy to read it in that shape, while such outline is easily written.

Accustom yourself to holding your pencil between the first and second fingers, and not between the thumb and first finger. The latter may be correct for ordinary penmanship, where the letters all slant in the same direction, but in shorthand the letters slant in so many ways, many of them backward and perpendicular, that to accurately write such shorthand characters it is necessary to hold the pencil as advised.

### EXERCISE IV.



### KEY IV.

1, Fee; 2, foe; 3, few; 4, joy; 5, dough; 6, bough; 7, knee; 8, know; 9, thou; 10, key; 11, cow; 12, caw; 13, low; 14, law; 15, allow; 16, ago; 17, ague; 18, payee; 19, snowy; 20, Louis; 21, Uriah; 22, Noah; 23, Owen; 24, Dale; 25, Howe; 26, Pme; 27, Doe; 28, Hook; 29, Shaw; 30, Beulah; 31, Boyle; 32, Katie; 33, chase; 34, sale; 35, sash; 36, shows; 37, size; 38, sizes; 39, cease; 40, ceases; 41, ropes; 42, wooed; 43, hit; 44, hate; 45, hut; 46, myth; 47, mouth; 48, ferry; 49, berry; 50, funny; 51, necessity; 52, customary; 53, Ripe peaches are wholesome.



## LESSON V.

## THE BEGINNING HOOKS.

While the letter Way is quite correctly joined to Ing, as in sign 2 in Exercise, there is also, in some instances, a much easier and more rapid manner of joining Way or Whay to N and to some other letters. This is by running the letter Way into the letter to which it is joined, without showing point of juncture, as in signs 1, 7, 8, etc. in Exercise, forming what is known as the Way or Whay hook, it indicating the sound of Whay as well. The hook, it will be noticed, is always shaded upon the commencing stroke and accommodates itself to the shape of the main letter to which it is joined, being, therefore, joined to the full-sized letters L, M, etc. in the most convenient manner, which though in the case of L (sign 9), makes the hook somewhat resemble U, yet it will never be mistaken to be any other character than what it is, for the reason that U would not be written backwards, as the Way and Whay hook is in these cases. The *letter* Whay can also be substituted for Way, to facilitate junctures, as in signs 3 to 5 in Exercise.

This Way or Whay hook is what is known as a beginning hook, because it is placed at the beginning of outlines. There are other beginning hooks of still more value as abbreviating principles, but which, for special reasons, are best classed as double, triple and quadruple consonants. Below we explain the

DOUBLE CONSONANTS.—A small beginning hook, written on the left side of the upright and slanting straight characters, P, B, T, D, etc., and on the under side of the horizontal ones, K, Gay, etc., indicates the addition of R to the full-sized consonants to which it is joined. See signs 11, 13, 15, 17, 19, 21 and 50 in Exercise. A similar hook, also beginning outlines, but written on the upper side of horizontal and right side of upright straight characters, adds L to the full-sized consonants to which it is joined. See signs numbered 12, 14, 16, 18, 20 and 49 in Exercise. Although, in writing these combinations, which are denominated the Per and Pel series of Double Consonants, the signs are commenced at the hooks, yet, in reading them, the L or R hook, as the case may be, is read *after* the consonant to which it is joined. These combinations must not be called p-r, p-l, etc., but as one sound, Per, Pel, etc.

While these L and R hooks are comparatively easily added to straight letters, such is not entirely the case with the curved consonants. For instance, though the L hook may readily be added to Ith, as in sign 38 in Exercise, yet it would be very awkward to add an R hook to Ith. Similarly with other curves. We can add an L hook to an F, as in sign

34, but not an R hook conveniently. We can add an R hook to V, sign 36; to long S, sign 40; or to Ish, sign 42; but we cannot conveniently add an L hook to V, long S or Ish. We therefore employ this rule: Add the beginning hooks to curved letters the same way as to the straight letters, *when convenient*; when not convenient, shade the curved letters to indicate the hook instead of writing the hook. This shading would indicate the addition of R to F, Ith and L, signs 35, 39 and 44; and would add L to V or Ish, signs 37 and 43. That is, the shading indicates the hook letter that *cannot* be easily attached.

The L hook is not added to L, and it cannot be added to long-Z, nor should long-S be thickened to indicate L, because thickening long-S would make it look like a long-Z.

It will be seen, by reference to signs 52, 53 and 54, that the L is indicated to Ish in two ways, due to the fact that the sign Ish may be written either upwards or downwards in junctures with other full sized characters, though, when alone, it is only written downward. On one plan, signs 52 and 53, the hook, being a beginning one, is, of course, joined at the bottom of the letter, Ish therein being written upwards and begun at the lower end, the hook being attached the same as to K in sign 51. In the outlines in signs 52 and 53, is also another full-sized letter—Ing in 52 and F in 53—which show the direction in which the Ish is written, but, where the only full sized letter written is Ish, then it would be impossible to tell in which direction Ish is written unless we adhere to the rule to write Ish downwards always when it is written alone, and in such case we must shade Ish to indicate the addition of L, as in sign 43; also whenever Ish is written downwards, no matter how many letters we attach to it, as in *shellac*, sign 54.

The R hook is added to M and the L hook to N on the most convenient side of those two letters, which would be the same sides as they would be added to straight letters. Compare sign 45 with sign 13 in Exercise and sign 47 with sign 51. To add L to M and R to N, we thicken M or N and retain the same hooks, as in signs 46 and 48 in Exercise. This is done because, if we did not retain the hooks, the thickening of M and N would cause them to be mistaken for Mb or Mp and Ing. Therefore, the student need entertain no fear that sign 46 will ever be mistaken for Mbr, Mpr, Mbl, or sign 48 for Ingr, or IngI, for the hooks R or L are never added to Ing, nor Emp, nor are they intended to be added to any of the small characters of the Visible Alphabet.

Signs 47, 48, 49, 51, etc., need not be, by the careful pupil, confused with Way-n, Way-ing, Way-r, etc., as the latter are written as in signs 1, 2, 7, 4, etc., with either a shaded hook or letter Way or Whay.

*Rarer*, sign 33, is simply the word *rare*, with another R added to it.

Although the Per and Pel series of double consonants should be ordinarily pronounced as though the invisible vowel E existed between the P and L or P and R, etc., yet this is done merely for the sake of appreciating the double character of their consonants, for any other vowel may, at times, occur between the P-l and P-r, etc., as with *chair*, sign 19. Furthermore, these double consonants, Per, Fel, etc., may not possess any vowel sound between them, but indicate it after them, as with sign 21, in which the invisible vowel sound Oo follows the double consonant Dr. When, however, there are two *separate* vowel sounds in a word, as in the two-syllabled word *dowry* (spelled phonographically d-ow-re), the hook R should not be employed, the consonants of the word being written out in full, as in sign 22, in order to clearly indicate the presence of two vowel sounds.

































































The student should particularly bear in mind that, although, in writing these Per and Pel series of double consonants, they are commenced at the hooks, yet, in reading them, the R or L hook, as the case may be, is read *after* the main consonant; therefore, in reading Shel, the second syllable in *facial*, sign 53, the full sized consonant Ish is read before the hook L, and the *hook L last*; thus, fa-shel; not fa-lish.

Below is given a table of the double consonants:

Rer	✓	✓	Bel			
Rmer	✓	✓	Rmel			
Ker	—	—	Kel	Mer	—	Mel
Ger	—	—	Gel	Ner	—	Nel
Per	↘	↘	Pel	Fer	↘	Fel
Ber	↘	↘	Bel	Ver	↘	Vel
Ter	↑	↑	Tel	Ther	(	Thel
Der	↑	↑	Del	Eser	)	
Cher	/	/	Chel	Sher	)	Shel
Jer	/	/	Jel	Ler	↘	

**TRIPLE AND QUADRUPLER CONSONANTS.**—The time-saving principle of double consonants has just been explained; but there are two still greater consonant combinations, known as triple and quadruple series.

The triple series is of two kinds—the Pler and Prel series and the Sper and Spel series, both of which are illustrated at top of next page:

Rler			Rrel	Srer			Srel
Rmler			Rmrel	Srmer			Srmel
Kler			Krel	Skcr			Skel
Gler			Grel	Sger			Sgel
Pler			Prel	Sper			Spel
Bler			Brel	Sber			Sbel
Tler			Trel	Ster			Stel
Dler			Drel	Sder			Sdel
Chler			Chrel	Scher			Schel
Jler			Jrel	Sjer			Sjel
Fler			Frel	Sfer			Sfel
Vler			Vrel	Sver			Svel
Thler			Threl	Sther			Sthel
Shler			Shrel	Ssher			Sshel
Mler			Mrel	Smcr			Smel
Nler			Nrel	Snec			Snel

The above Pler and Prel series of triple consonants are made by enlarging the hooks of the Per and Pel series of double consonants. See signs 23 to 32 inclusive in Exercise. This is merely the adding of both beginning hooks R and L on *same* side of the letter at one time. The written hook itself remains the R hook or L hook according to which side it is on, the other hook being read between the the full sized letter and the hook, the fact that the written hook is far away from the full sized letter, indicating the insertion of the invisible hook. Pronounce the full sized letter first, invisible consonant next, and written hook last.

The Sper and Spel series of triple consonants in foregoing plate is formed by converting into a circle the R hook of the *straight* letters of the Per and Pel series of double consonants (signs 55, 58 and 59 inclusive); by writing the S circle inside the L hook of the straight letters of the Per and Pel series of double consonants (signs 56, 57 and 60) and inside both the L and R hooks of the *curved* letters, Signs 63, 65 and 66 inclusive. Where curved letters are only shaded to add L or R, the circle S is added naturally, as in signs 61, 62 and 64.









Sper, Sjer, Sker, etc., (signs 55, 58 and 59), will not clash with Sp, Sj, Sk, etc.; because in Sper, Sjer, Sker, etc., the circle is written on the left and lower sides of the main consonant to add R, while in the latter, the circle S is on its natural side. Compare signs 55, 58 and 59 of this lesson with 29, 31 and 23 of Exercise to Lesson III.

The quadruple series of consonants, like the triple, are of two kinds, the Spler and Sprel series and the Sesper series.

The Spler and Sprel series are formed by adding a circle S inside the hook of the Pler and Prel series of double consonants. See signs 67 to 71 inclusive and the following diagram:

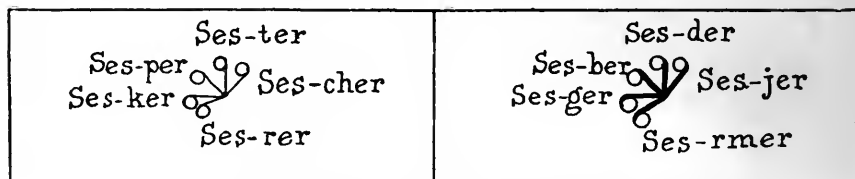
Srler	↙	↘	Srrel			
Srmler	↙	↘	Srmlrel			
Skler	↙	↘	Skrel	Smler	↙	↘ Smrel
Sgler	↙	↘	Sgrel	Snler	↙	↘ Snrel
Spler	↙	↘	Sprel	Sfler	↙	↘ Sfrel
Sbler	↙	↘	Sbrel	Svler	↙	↘ Svrel
Stler	↙	↘	Strel	Sthler	↙	↘ Sthrel
Sdler	↙	↘	Sdrel			
Schler	↙	↘	Schrel	Sshler	↙	↘ Sshrel
Sjler	↙	↘	Sjrel			

In the cut below we illustrate the beginning hooks from double to quadruple series, so that the student may intelligently compare them:

<p>Per Ter Ker  Cher Tler Rer Kler  Chler Rler</p>	<p>Rel Tel Kel  Chel Prel Trel Rrel Krel  Chrel Rrel</p>
<p>Sper Ster Sker  Scher Spler Stler Skler  Schler Srer Sler</p>	<p>Spel Stel Skel  Schel Sprel Strel Skrel  Schrel Srel Srel</p>

The Sesper series of quadruple consonants are formed by converting into a large sized circle the R hook of the straight letters of the Per series of double consonants. The circle is written twice the size of the

circle S, and is really the Ses circle written upon the R hook side of the double consonants, as per diagram below:



The Sesper circle cannot be added to the curved letters F, V, etc., and therefore, when used, will never be mistaken for Ses-p, Ses-t, etc., because, as with the preceding explanation of the difference between Sper and Sp, the double consonants Sesper, Sester, etc., are written on the reverse side of the P, T, etc., to that occupied by Sesp, etc. Sign 77.

In *writing* these triple and quadruple consonants, they are always commenced at the circle, when it accompanies them, and at the hook when the combinations have no commencing circle. In *reading* the latter class (the Pler and Prel series) the main consonant is read first, *ler* or *rel* last, as with the R and L hooks in the Per and Pel series of double consonants; but, in reading all combinations beginning with a circle (the Sper and Spel, Spler and Sprel series) the circle S or Ses is read first, the main consonants P, B, etc., next, and the hook or other letter of the combination last. This explanation refers only to *consonants*. Invisible vowels may intervene between any consonants, as in *settle* (sign 57), wherein an invisible vowel is indicated between the S and T of Stel, in which case S is read first, invisible vowel E next and Tel last. No invisible vowel, however, can be indicated preceding the circle S or Ses, because, as explained in Lesson III, the long sign for S, as in the Visible Alphabet, is written when it is desired to indicate an invisible vowel preceding S or Z, when S or Z begin outlines.

In further explanation of the use of these triple and quadruple consonants, it is necessary to state that not only may an invisible vowel exist between any two consonants of these combinations, as with *settle* above instanced, but *any* vowel may be indicated, as in *sprawl* (sign 68), and, furthermore, as many invisible vowels may exist between the consonants as there are consonants to read them between, as instance the case of quadruple consonant Skler, which, in the position represented in the Exercise (sign 71) spells *secular*, thereby indicating an invisible vowel between the S and K, one between K and L, and one between L and R. It is best not to bother about vowels in this lesson. Learn the words without question, as shown in the Key, so long as the consonant

combinations are well understood. The vowel sounds will be found to take care of themselves as you progress.

There are instances, as in signs 86 and 87, *straggler* and *stickler*, where the full form of hooks cannot be written, but signs thus slighted will be quite easily read by the student after becoming somewhat acquainted with them. Do not suppose, however, that sign 84 is similarly slighted, for the word *descry* is perfectly formed, thus: d-skr-i, *descry*.

## EXERCISE V.



## KEY V.









































1, Win; 2, wing; 3, wave; 4, week; 5, wag; 6, warm; 7, wire; 8, windy; 9, whale; 10, whistle; 11, rare; 12, rule; 13, cry; 14, goal; 15, pry; 16, blow; 17, try; 18, deal; 19, chair; 20, jail; 21, drew; 22, dowry; 23, roller; 24, rural; 25, collar; 26, girl; 27, pillar; 28, barrel; 29, dealer; 30, trial; 31, jailer; 32, Charles; 33, rarer; 34, fall; 35, fare; 36, veer; 37, vale; 38, Ethel; 39, their; 40, icer; 41, user; 42, share; 43, shawl; 44, lore; 45, more; 46, mill; 47, nail; 48, near; 49, rail; 50, armor; 51, kill; 52, shilling; 53, facial; 54, shellac; 55, spree; 56, sable; 57, settle; 58, sieger; 59, soaker; 60, saggle; 61, safer; 62, civil; 63, savor; 64, slur; 65, sinner; 66, small; 67, sabler; 68, sprawl; 69, settler; 70, sidereal; 71, secular; 72, buckler; 73, tunnel; 74, tippler; 75, treacle; 76, strainer; 77, sisterly; 78, cobbler; 79, corporal; 80, grammar; 81, viper; 82, labor; 83, leers; 84, descry; 85, straggler; 86, straggler; 87, stickler; 88, George tore May's silk dress.

# LESSON VI.

## FINAL HOOKS.

A small *final* hook, written on the right-hand side of upright and slanting straight characters, and on the upper side of horizontal ones, represents the addition of either F or V. Signs 1, 3, 5, 7 and 9, in Exercise. S or Z may be added to this hook by writing the circle within the hook. Signs 13, 15, 17, etc. This F or V hook is not intended to be added to the curved letters F, V, etc., although some writers use a small shaded final hook on curves to represent F or V, as in signs 41 and 46.

A similarly sized *final* hook, written on the left-hand side of upright and slanting straight letters, on the lower side of horizontal ones, and added in the most convenient manner to curved letters, represents the addition of N. Signs 2, 4, 6, 8 and 37 in Exercise. The S or Z circle is added to this hook, on curved letters, by writing the circle within the hook (signs 40, 43 and 50); and to the straight consonants, by converting the N hook into a complete circle (signs 14, 16, 18, 20 and 22), in a manner similar to that by which S is added to Per in Lesson V. This conversion of the N hook into a circle, forms what is called the Ns circle, which need not be mistaken for the plain circle S, because the original circle S is written on the right hand side of straight, upright, and the upper side of horizontal characters. The following cut illustrates these hooks exactly and also the manner in which the S and Ns circles are added to them.

R-n			R-n <sub>s</sub>	R- <sup>f</sup> <sub>v</sub>			R- <sup>fs</sup> <sub>vs</sub>
Rm-n			Rm-n <sub>s</sub>	Rm- <sup>f</sup> <sub>v</sub>			Rm- <sup>fs</sup> <sub>vs</sub>
K-n			K-n <sub>s</sub>	K- <sup>f</sup> <sub>v</sub>			K- <sup>fs</sup> <sub>vs</sub>
Gay-n			Gay-n <sub>s</sub>	Gay- <sup>f</sup> <sub>v</sub>			Gay- <sup>fs</sup> <sub>vs</sub>
P-n			P-n <sub>s</sub>	P- <sup>f</sup> <sub>v</sub>			P- <sup>fs</sup> <sub>vs</sub>
B-n			B-n <sub>s</sub>	B- <sup>f</sup> <sub>v</sub>			B- <sup>fs</sup> <sub>vs</sub>
T-n			T-n <sub>s</sub>	T- <sup>f</sup> <sub>v</sub>			T- <sup>fs</sup> <sub>vs</sub>
D-n			D-n <sub>s</sub>	D- <sup>f</sup> <sub>v</sub>			D- <sup>fs</sup> <sub>vs</sub>
Ch-n			Ch-n <sub>s</sub>	Ch- <sup>f</sup> <sub>v</sub>			Ch- <sup>fs</sup> <sub>vs</sub>
J-n			J-n <sub>s</sub>	J- <sup>f</sup> <sub>v</sub>			J- <sup>fs</sup> <sub>vs</sub>

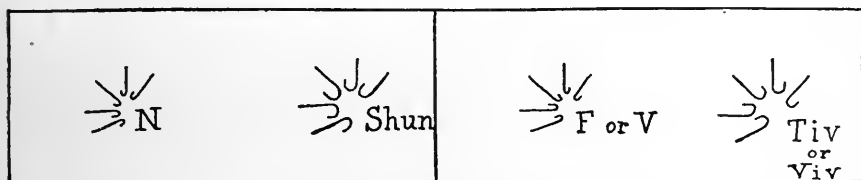
The Ns circle may be enlarged to represent the sounds of Nses or



Nzes, signs 51, 53, etc, the Nses circle really being a Ses circle written on the N hook side. Neither the Ns circle nor the Nses circle are ever added to curved letters.

A large sized final hook, written on the same side of full sized consonants as that to which the F or V hook is added, represents the addition of the sounds Vive, Viv or Tiv. Signs 26, 28 and 30 in Exercise. The Tiv hook, like the V hook, is not intended to be added to curved letters, but some writers use a large shaded final hook on curves to indicate Tiv, as in sign 48. The objection to these shaded final hooks is that generally they have to be written backwards and as it is often hard to form them, it is quite as easy to write the V or Tiv in full.

A large final hook, written on the same side of full sized consonants as that on which the N hook is written, represents the addition of the sound Shun, as heard in the words represented by signs 25, 27, 29 and 31 in Exercise. By consulting below diagrams, it will be seen that the Shun hook is an enlarged N hook, the letter N being the last sound in Shun. Similarly, the Tiv hook is an enlarged V hook, the sound of V being the terminating sound of Tiv.



Some phonographers write the Shun and Tiv hooks transposed, but this is very inadvisable, for many reasons. For instance, by writing the Shun hook on the under side of K, the word *affectionate* (sign 104) is very easily written, but write the Shun hook on the reverse side and the student will find that he can write as far as the sound Shun in the word, but when he attempts to add the final syllable *ate*, his Shun will be spoiled entirely. This will never happen in writing the syllables Shun or Tiv in the positions prescribed in these lessons. The only syllables which are most likely to follow Tiv are *ly* or *ness*, the latter being easily added in either case and the former (*ly*) being easily added to Tiv only when Tiv is written upon the side prescribed in this lesson. See sign 102 in Exercise. Then again, it is much more reasonable to suppose that Tiv, containing a V sound, should be written on the same side as the V hook, and the syllable Shun, containing an N sound, should be written on the same side as an N hook, an arrangement which is also a great aid to the memory.

The circle S or Z is added to both the Shun and Tiv hooks, by enclosing the circle S or Z within the hooks in the manner illustrated by signs 24 and 44 in Exercise. In adding the circle to these large hooks, care should be taken that this addition does not crowd those large hooks into a resemblance to the smaller F or V or N hooks. This is easily avoided by making the large hooks somewhat larger, when adding the circle, than ordinary. The following schedule, which shows how the Shun and Tiv hooks are added to straight letters, gives the proper sizes for the hooks, with or without the circle S.

R-shun	↷	↷	R-shuns	R-tiv	↷	↷	R-tivs
Rm-shun	↷	↷	Rm-shuns	Rm-tiv	↷	↷	Rm-tivs
K-shun	↷	↷	K-shuns	K-tiv	↷	↷	K-tivs
Gay-shun	↷	↷	Gay-shuns	Gay-tiv	↷	↷	Gay-tivs
P-shun	↷	↷	P-shuns	P-tiv	↷	↷	P-tivs
B-shun	↷	↷	B-shuns	B-tiv	↷	↷	B-tivs
T-shun	↷	↷	T-shuns	T-tiv	↷	↷	T-tivs
D-shun	↷	↷	D-shuns	D-tiv	↷	↷	D-tivs
Ch-shun	↷	↷	Ch-shuns	Ch-tiv	↷	↷	Ch-tivs
J-shun	↷	↷	J-shuns	J-tiv	↷	↷	J-tivs

Below we give a table showing how the hooks are added to curved letters:

F-n	↷	↷	F-ns	F-shun	↷	↷	F-shuns
V-n	↷	↷	V-ns	V-shun	↷	↷	V-shuns
Th-n	↷	↷	Th-ns	Th-shun	↷	↷	Th-shuns
Sh-n	↷	↷	Sh-ns	Sh-shun	↷	↷	Sh-shuns
L-n	↷	↷	L-ns	L-shun	↷	↷	L-shuns
M-n	↷	↷	M-ns	M-shun	↷	↷	M-shuns
M <sup>b</sup> <sub>p</sub> -n	↷	↷	M <sup>b</sup> <sub>p</sub> -ns	M <sup>b</sup> <sub>p</sub> -shun	↷	↷	M <sup>b</sup> <sub>p</sub> -shuns
N-n	↷	↷	N-ns	N-shun	↷	↷	N-shuns
Ng-n	↷	↷	Ng-ns	Ng-shun	↷	↷	Ng-shuns

In sign 49 of this Exercise, the N hook of the word *shown* is appar-

ently written identically the same as the L hook in the word *facial*, sign 53 in Lesson V. This resemblance, however, is only a seeming one. The L hook, when added to Ish, should never be mistaken for an N hook, for the following reasons: First, when L and Ish are the only consonants in a word, the L hook is not made use of, Ish being shaded to represent the L in words of one syllable, as in sign 43 in Lesson V, or written full sized in words of two syllables. Second, the Ish in signs 52 and 53, Lesson V, is written upwards, and, therefore, the hook attached to it must be a beginning hook, for, were it a final hook, the Ish being written upwards, the hook would be written on the upper end. Third, the hook in signs 52 and 53, Lesson V, being a beginning hook, it could not be N, for N is a final hook. Fourth, the L hook never being added to Ish, unless some other consonant is contained in the combination, and the R hook being added to Ish only as in sign 42, Lesson V, therefore, the hook in sign 49, this Exercise, must be a final hook, and being a small final hook must be N, for F and V hooks are seldom added to curved letters, and are then shaded, which is not the case with the hook in sign 49, this Exercise.

In Lesson IV, promise was made that a rule would be given which would determine the difference between the words *fun* and *funny*, and other similar words in which N is the final consonant. The instruction now presented has prepared the student for this explanation, the second paragraph of this lesson directly providing for the distinction. In other words, *fun* and words terminating with the letter N, are written with the use of the hook N (sign 34), while words ending with the syllable *ny* are written with the Visible Alphabet sign for N, the final vowel sound thus, by this distinction in outline, being indicated invisibly, as in sign 65 of Lesson IV. Compare also, in this lesson's Exercise, signs 5 and 8 with 11 and 12. In sign 23, the concluding vowel sound is written, because *China* is a proper name.

Just as the beginning hook in the word *stickler*, sign 87 of last lesson, was slighted to make a juncture, so can the final Tiv or Shun hooks be slighted when necessary, as in sign 33 in Exercise to this lesson.

The sounds of Sesshun or Sisshun, as heard in the words *possession*, *decision*, etc., are nicely represented by continuing the circle S, when added to full sized consonants, into a hook, as in signs 55 and 56. The Ns circle, continued into the same kind of a hook, may similarly represent the sound of Ensisshun, as heard in the word *transition*, sign 57. An additional circle S is added to these hooks, as in sign 58. The Ns circle may occasionally be continued over to add a final sound of N,

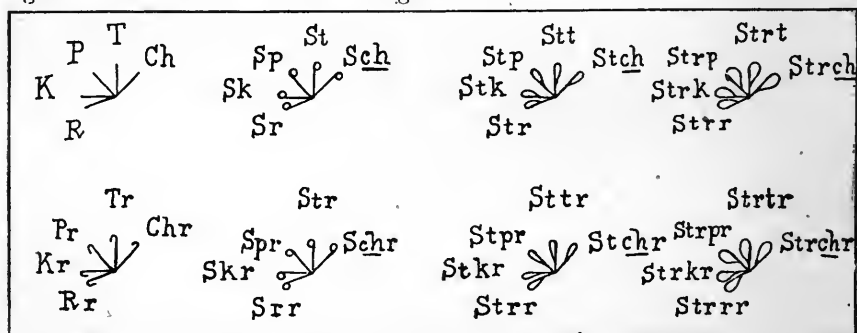
as in signs 60 and 61, where the circle and hook read as N-sn, without clashing with the Ensisshun hook.

### THE ST AND STR LOOPS.

A narrow loop, half the length of a full sized consonant and written on the same side of consonant as the circle S or Z is written upon, represents the addition of St or Sd to the main consonant. Signs 62 to 70.

A larger loop adds Str. Signs 71, 72, 75, 76, 84, etc.

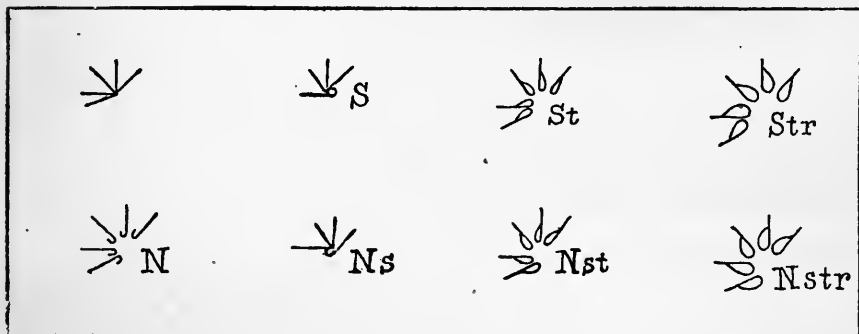
When these loops are added on the R hook side of P, B, etc., the P or B become double consonants, just as though the R hook was actually there, the P or B being pronounced Per, Ber, etc., as the case may be, the St or Str loop being read first, as in signs 83 and 85 (St-per, Str-per) *stopper*, *stropper*. A comparison of sign 82 with sign 83 and sign 84 with sign 85 will show their difference of outline and individual significance. See also below diagram:



Young students in this art of winged words sometimes are at a loss to understand why phonographers indicate the addition of R to St, by writing St on the R side of P, B, etc., when, as they think, that unnecessary trouble might be obviated by the use of the Str loop, which contains R without special assignment of position. The reason this question is very generally asked is because a student does not always immediately grasp the particular use of, and difference between those combinations. Let us look carefully at the two signs 83 and 84. Truly the loop of both signs indicate the same consonants. But let us investigate farther. Let us take the entire word of each sign. The first is *stopper*, the other *strop*. Now analyze them phonographically, leaving out vowels and repeated consonants, and we find their outlines to be—sign 83, st-pr; sign 84, str-p. Looking at these analyses, we discover that the R in sign 84 precedes the letter P, while in sign 83 it follows the P. This, then, is the sole secret of their difference in outline. You could not spell *stopper* by writing an Str loop on the right hand side of letter P,

because loops on that side are read *before* the letter to which they are joined, and you could not spell *strop* by writing the St loop on the R hook side of P, because in such instance where an R is indicated only in that manner, the R is read after the P. The diagram on opposite page illustrates these differences very clearly:

When the St or Str loops terminate a word, the letter N may be indicated in a manner similar to the foregoing indication of the letter R. It is done by writing the St or Str loop, as the case may be, on the N hook side of a letter, thereby clearly indicating N without writing it. Compare signs 86 with 87 and 88 with 89. This is on the same principle as the Ns circle, which sort of terminations are illustrated below:



As will be seen in Exercise, the St and Str loops are added either beginning or ending a word, and in some combinations may easily be employed in the middle of a word. See sign 100.

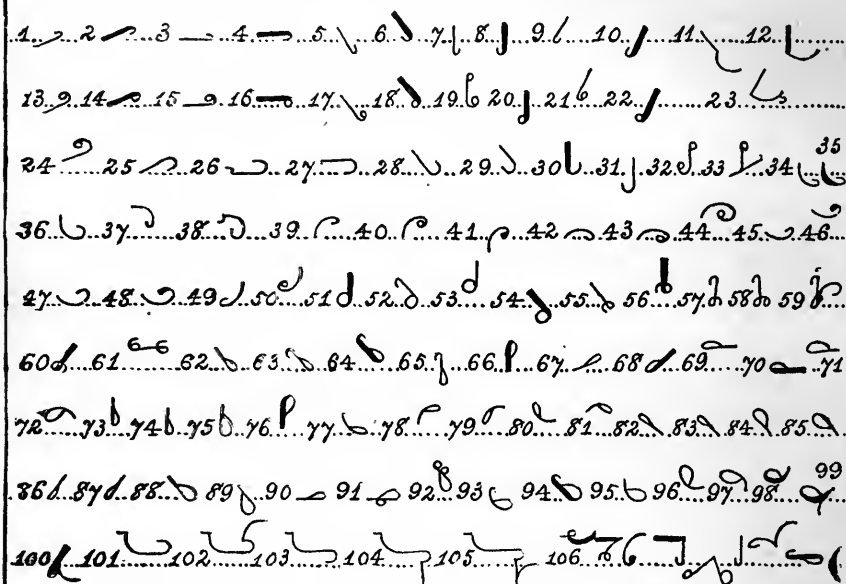
When the circle S is the last consonant of a word, and is immediately preceded by the loop St, Sd or Str, the circle S may be added to those letters, as in signs 91 and 92. The St and Str loops are added to the curved letters on the most convenient side, in the same manner as the circle S is added. Signs 72, 77, 93, etc.

The word *lesson* is written downwards in sign 106, where the words *a single lesson*, are joined together. This joining is called phrasing and is fully explained in other lessons. When *lesson* is written alone, it must be written upwards, because L is written upwards when alone.

The word *ten* in sign 106 is written on the line, because it is a frequently occurring word and may be easily read in that position, which is the fastest position in which to write.

This ignoring of position-vocalization to place words in the position in which they may be most easily read is a principle which students had best not apply to words not explained in these lessons.

## EXERCISE VI.



## KEY VI.

1, roof; 2, remain; 3, cave; 4, gain; 5, puff; 6, bone; 7, tough; 8, down; 9, chaff; 10, June; 11, puffy; 12, downy; 13, roofs; 14, remains; 15, caves; 16, gains; 17, puffs; 18, bones; 19, staffs; 20, downs; 21, chiefs; 22, Junes; 23, China; 24, revives; 25, ration; 26, active; 27, caution; 28, po-tive; 29, potion; 30, dative; 31, tuition; 32, stations; 33, stationary; 34, fun; 35, frown; 36, fashion; 37, vine; 38, evasion; 39, loan; 40, loans; 41, love; 42, man; 43, man's; 44, missions; 45, known; 46, knife; 47, nation; 48, native; 49, shown; 50, shines; 51, dances; 52, prances; 53, tenses; 54, bounces; 55, possession; 56, decision; 57, transition; 58, transitions; 59, translation; 60, Johnson; 61, Wisconsin; 62, post; 63, praised; 64, blest; 65, trust; 66, staid; 67, roast; 68, storm; 69, stick; 70, stag; 71, streak; 72, stream; 73, test; 74, toast; 75, toaster; 76, stride; 77, fast; 78, list; 79, steel; 80, stiff; 81, mist; 82, stop; 83, stopper; 84, strop; 85, stropper; 86, chaste; 87, chanced; 88, poster; 89, punster; 90, coast; 91, coasters; 92, spinsters; 93, fluster; 94, bolster; 95, faster; 96, strife; 97, strive; 98, string; 99, strangle; 100, justify; 101, affective; 102, affectively; 103, affection; 104, affectionate; 105, affectionately; 106, A single lesson well gotten surpasses ten merely glanced through.

## LESSON VII.

## THE HALVING PRINCIPLE.

T and D occur so frequently in words of daily use, and the representation of those letters, by writing their full phonographic outlines, is often so cumbrous, that a shorter way of expressing their sounds was devised early in the history of phonography. It is done by halving the consonant which immediately precedes T or D, and is termed the Halving Principle. Therefore, all full-sized consonants, whether simple or compound, excepting Ing and Emb or Emp, when halved, express the addition of either T or D. Signs 1 to 41 in Exercise.

Ing nor Emb and Emp, not being halved, when the sound D is required to be added to the light strokes of M and N, those letters should also be made heavy, besides being halved. Signs 9 and 10. When the sound of the letter T is required to be added, the signs should remain slight. Signs 8 and 11.

Always write the light stroke L-t (sign 6) upwards, and the heavy stroke L-r-d (sign 7) downwards.

A halved S is sometimes more conveniently stricken upwards than downwards, as in sign 59.

In making use of the half-length consonants, care should be taken that such use does not become an abuse. For instance, while the word *might* may be rightly written as in sign 11 in Exercise, *mighty* must be written as in sign 12, because, though both words possess the same phonographic consonants (M and T), yet there is a concluding vowel sound in *mighty* which renders it a necessity, for complete pronunciation and vocalization, that the extended form be employed. This rule applies to all words terminating with a vowel sound.

T or D are added after N or V hooks, by shortening the main consonant to which the hook in question occurs, as in signs 14, 27, 31, 32, 43 and 57. This is really equivalent to shortening the entire sign.

In signs 42 and 43 the hook V is made in the most convenient shape. It will not, so made, clash with any other hook.

## CONSONANTS OF DOUBLE AND TRIPLE SIZE.

To express the addition of the sounds *ter*, *der*, *cher* and *ther*, full sized consonants are made twice their usual length. Signs 69 to 90 in Exercise. This principle is also taken advantage of by experienced phonographers to represent the addition of the words *their* and *there*. This doubling principle may also be employed to add the sounds of *ker* and *ger* to Ing, and the sounds of *per* and *ber* to M. Signs 99 to 103. In applying this doubling principle to the heavy consonants B, D,

etc., as in such words as *debtor*, be careful, throughout the entire length of the double letter, to preserve the heavy stroke, as in sign 70, in order that it may not be taken for the word *deity*, sign 71.

When, in a sentence, any of the syllables *ter*, *der*, *cher* or *ther* is immediately followed by either of the words *their* or *there*, the syllable and word may be sometimes together represented by tripling the preceding consonant, as in signs 91, 93, 95, 97 and 98. This principle of doubling and tripling consonants is, of course, not applicable to any of the small letters of the Visible Alphabet, excepting *Way* and *Whay*, it being applied to those last named letters in the manner shown by signs 87 to 91 in Exercise. Consonants, when made double and triple size, indicate the invisible vowel by the first half of their outline, the vowel *O* of the word *bol-der* being shown by the position of the first half of sign 69, the position of the second half of that outline taking no part in invisible vowel indication.

#### INVISIBLE INDICATION OF PRECEDING VOWELS.

In one of the paragraphs of Lesson III, the necessity for economy in word outline is incidently referred to, the word *lass* being used in illustration. By reference to the paragraph in question, it will be seen that the student is directed to spell *lass* and kindred words, that end in double *S*, with a single *S*, thus: l-a-s, *lass*. This exercise of economy in the use of the consonants is still more essential in words of more than one syllable, the young phonographer having most need for caution in those words in which the same consonants occur together in the ordinary spelling, as *ll* in *illiberal*, *rr* in *irregular*, etc., etc. Young phonographers are very prone to write *illiberal* with two commencing phonographic *L*'s, when one commencing *L* is sufficient—*illiberal*, *irregular*, *immoral* and kindred words being divided into phonographic sound syllables, thus: short-i and li-brel for *illiberal*; short-i and re-glar for *irregular*; short-i and mrl for *immoral*. In other words, there are exactly the same consonant sounds in *immoral* and such words as there are in *moral*, etc.—that is, m-r-l—the only difference being the commencing short-i; therefore *moral* and *immoral* should have the same consonant outline in shorthand, *illiberal* the same consonant outline as *liberal*, etc., etc.; the distinction between them being made by placing the word commencing with the short-i *above* the line of writing, as in signs 105, 107 and 109 in Exercise, the words *moral*, *regular* and *liberal* being placed on the line of writing, independent of their vowel sounds, they being words not needing invisible vowel indication, but needing to be in easiest position.

This brings us to the subject introduced by the heading to this por-

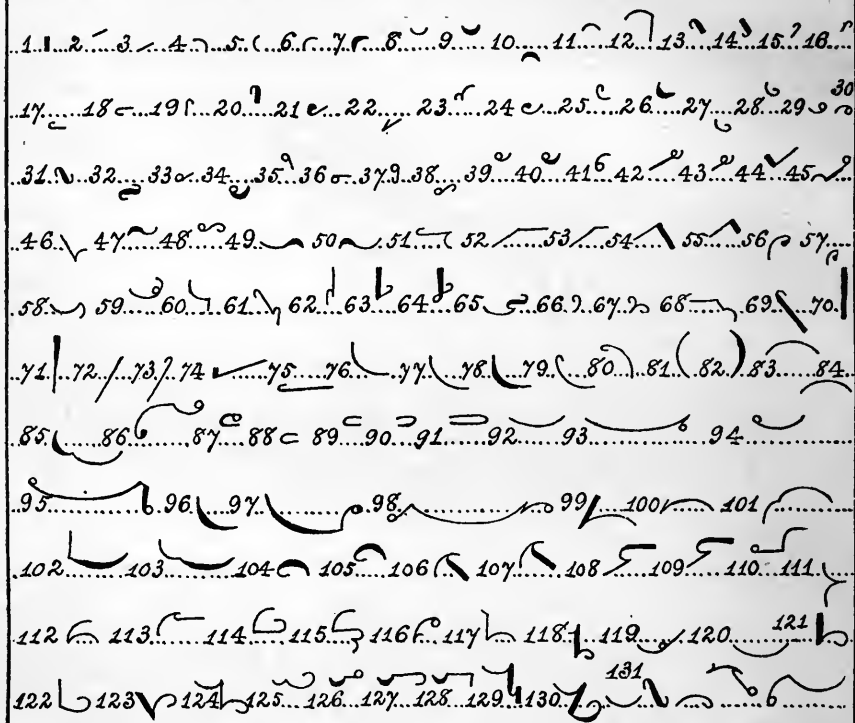


tion of the lesson—the Invisible Indication of Preceding Vowels—the preceding vowel, in the case of such words as *immoral*, *irregular*, etc., being indicated by placing the outline in the first position, above the line. This is for one class of words having a commencing vowel. Another class, whose commencing vowel is followed by the sound of S, we indicate that commencing vowel by writing the long-S, as in sign 22, in Lesson III. If the commencing vowel should be immediately followed by the sound of L, we can indicate that preceding vowel by writing L downwards, as in signs 112, 114, 115, in this Exercise, as could also be done in the case of sign 107, if the student prefers, though in sign 107 it is not necessary, for the rule for // applies there. The writing of L downwards to indicate a vowel preceding it, applies also to syllables which are not the first syllables of a word. For instance, the syllable *el* of *fuel*, contains a vowel preceding the letter L of *el*, and therefore the L in that outline is written downwards. Sign 111 in this Exercise. Wherever a vowel follows L, write L upwards, as in signs 110 and 113. A vowel preceding S is indicated, as explained in Lesson III, by writing the S of the Invisible Alphabet, as in the word *ask*, sign 22 in Lesson III, above referred to, and as in signs 66 and 67 of this lesson.

Occasionally, a commencing vowel may be indicated by what is known as the fourth position—i, e., writing the first consonant of the word in question just under and touching the line of writing, as in signs 119 and 120. This position represents any commencing vowel, it being used only when the character of the vowel itself is not important, the writer merely needing to know that there is a preceding vowel to be able to read the outline. It is best not to use this plan excepting where the word has also a conspicuous third-place vowel elsewhere in its sound. The author does not particularly commend this fourth position plan; and, in fact, rather than hesitate between rules, the author would remind students that they can always use visible vowels to words commencing with a vowel, when they so desire, and it is often quite as convenient, as in signs 116, 117 and 118, though there are many occasions where the consonant outline alone is so plain that a beginning vowel does not need indication, as in such words as *admission* and *attention*, signs 121 and 122.

This matter of indicating an invisible beginning vowel is, after all, one which students of all methods of phonography must regulate for themselves. Some will find nearly all outlines perfectly legible without indicating invisible preceding vowels, while others who do not possess quite as good a memory of sight may need to make such indications frequently. Above rules, however, apply to all cases.

## EXERCISE VII.



## KEY VII.

1, Date; 2, write; 3, rate; 4, vote; 5, that; 6, late; 7, Lord; 8, night; 9, need; 10, mud; 11, might; 12, mighty; 13, bright; 14, bind; 15, cheered; 16, child; 17, cloud; 18, court; 19, told; 20, dread; 21, ward; 22, hurt; 23, yield; 24, wont; 25, flight; 26, fright; 27, found; 28, find; 29, notes; 30, mates; 31, braved; 32, grooved; 33, sort; 34, sound; 35, sprite; 36, sacred; 37, strained; 38, surround; 39, sent; 40, send; 41, slight; 42, receive; 43, received; 44, better; 45, mattress; 46, pullet; 47, midnight; 48, sentiment; 49, named; 50, maiden; 51, clothed; 52, rock; 53, rocked; 54, rib; 55, ribbed; 56, love; 57, loved; 58, knowest; 59, nicest; 60, fitted; 61, portrait; 62, titled; 63, derived; 64, deserved; 65, engraved; 66, assort; 67, assortment; 68, captivate; 69, bolder; 70, debtor; 71, diety; 72, chatter; 73, charter; 74, order; 75, culture; 76, fitter; 77, father; 78, farther; 79, falter; 80, verdure; 81, thither; 82, zither; 83, meter; 84, mother; 85, furniture; 86, wilderness; 87, sweeter; 88, water; 89, weather; 90, whether; 91, whether

their; 92, enter; 93, enter their house; 94, center; 95, center their ideas; 96, further; 97, further their laws; 98, surrender their homes; 99, jumper; 100, hamper; 101, lumber; 102, tinker; 103, finger; 104, moral; 105, immoral; 106, liberal; 107, illiberal; 108, regular; 109, irregular; 110, sickly; 111, fuel; 112, alum; 113, likely; 114, elective; 115, elocutionist; 116, else; 117, item; 118, Edmund; 119, answer; 120, another; 121, admission; 122, attention; 123, ablution; 124, intimation; 125, intention; 126, indicates; 127, indication; 128, indicated; 129, undivided; 130, injunction; 131, No brave man employs slander.

### LESSON VIII.

There are a small number of brief words in our language, mostly one-syllabled, whose frequent occurrence and consequent rapid utterance precludes the possibility of writing them, even phonetically, as fast as they can be spoken. To provide for such emergencies, all methods of shorthand writing employ brief arbitrary characters called Word-Signs, some phonographies containing long lists of them. But, because of a better construction of principles, Haven's Practical Phonography requires only fifteen such arbitrary characters, all of which are contained in the following list:

#### THE WORD-SIGNS.

..... Of	..... All
..... To	..... Two
..... Or	..... Too
..... But	..... Already
..... The	..... Before
..... On	..... Ought
..... An	..... Who
	..... Whom

The above list of word-signs, being entirely arbitrary, students must not expect to find in them any element of previously explained principles—that is, they must neither expect them to agree in position with their vowel sounds nor their outline to be composed of any portion of the consonants of the words they represent, the instances in which previously explained principles will be recognized being very few.

Commit the list of word-signs thoroughly to memory in the manner described for memorizing the Visible Alphabet and repeatedly test your ability to write the proper signs without referring to the list. In the list of word-signs, the signs are placed beneath, on or over dotted lines. These dotted lines must not be mistaken to be a part of any of the signs. The dotted lines are supposed to be the lines of the paper on which one is writing, and are merely placed there, as in the Exercises of these lessons, to show that the same word-sign, in order to represent different words, is sometimes written on, above or under the line, as in the case of the indication of invisible vowels. Thus, students find that, in phonography, words are sometimes denoted by position in the same manner that a vowel sound of a word is generally indicated by the position of a consonant.

No difficulty need be apprehended in regard to deciphering such signs when met with in regular sentences. They will never be mistaken for halved characters, nor for any of the small letters of the Visible Alphabet, which they may seem to resemble, as their uses are entirely different. They are not in same positions when written alone, and when used in sentences words preceding or following them are always perfect keys to them. It is well, however, to explain clearly their particular uses.

In the list of word-signs there is one representing the article *the*. It is the fifth one of the light outlines presented in the list. Particular attention is called to that sign because it looks like the letter Hay, and because, for that reason, it must always be written in a particular direction, that is, *upwards*, from left to right. As the outline stands alone in the list, the student may suppose that it does not matter in which direction it is written, and if it were always written alone in actual use it would not matter; but even if it be but occasionally joined and then joined upwards, as is the case, it would be better to write the sign upwards even when written alone, in order to form the habit, for very rapid writing is greatly a matter of habit. And, as it is particularly necessary, both for the purpose of speed and for legibility, that this sign for *the* be written *always* joined when possible, it will be understood how important it is at the outset to form the habit of writing the sign for *the* upward.

The main object, in fact, of all the fifteen word-signs in Haven's Practical Phonography, is to facilitate junctures with each other, forming a principle of phrasing—viz, writing two or more words connectedly without lifting the pen—a principle which means a great deal in point of

speed in writing shorthand and can be made an efficient aid to reading one's notes if the simple directions in regard to junctures are carefully observed.

Commencing with sign 1 in Exercise, some three lines of said Exercise will be seen to be devoted to illustrations of how these fifteen word-signs are joined into beautiful little phrases, which, by their brevity, give much speed, and, because of the fact that they look nothing like anything but what they mean, are also an important aid to legibility. By looking carefully at these first three lines of our Exercise, it will be noticed that the word-signs are joined to other characters. For instance, in sign 1, the word-sign for *of* has the letter *a* joined to it, the juncture forming the phrase *of a*. In sign 4 the word *he* is joined to the word-sign for *all*, the word *he* being expressed by the letter Hay, the combination making the phrase *all he*. In sign 6 *and* is joined to *all*, the word *and* being expressed by the & or Ai of our Visible Alphabet, the phrase thus formed representing *all and*. In sign 12, the personal pronoun *I* is joined to the word-sign for *or*, making the phrase *or I*.

Thus, by these four instances just noted, we have introduced the four words, *I*, *he*, *a* and *and* into the phrases, these four words not being needed in any list because *a*, *I* and *and* were given in the Alphabet in Lesson II, and the word *he* is, of course, naturally spelled with the letter Hay of the alphabet. In the same manner as the word *he* is spelled, we can also spell the words *we* and *you*, the word *we* being spelled with the letter Way, and *you* by either of the signs for U or short-u of the Visible Alphabet, according to whichever of those two signs of U joins easiest. This gives us six words which we can join to these word-signs, and a peculiarity of all six is that they are attachable in *any* position, those six words when joined taking the position occupied by the other words to which they are joined. This is also the case with the word-sign for *an* and the word-sign for *the* of our list, so that those eight words, namely, the conjunction *and*, the articles *a*, *an* and *the*, and the four pronouns *I*, *he*, *we* and *you*, should always when possible be joined to other words in the sentences in which they occur, and they may be joined in *any* position, remember.

In the list of word-signs, the sign for *the* is placed on the line, and the sign for *an* is placed under the line, but those positions are intended only for instances where it might be impossible to make a juncture, and where those words would have to be written alone, in which seldom-occurring instances, to read them, it is necessary they should have their own positions. They should always be joined when possible, in which

cases position does not need to be observed. Now, while position does not need to be observed in those eight words above-named when joined to other words, yet there are three words whose particular direction of writing must be observed, and these simple rules here given, if observed strictly, will make them always clear in their meaning, where a violation of the rule would cause uncertainty. The three words referred to are *the*, *he* and *I*.

If the sign for *the* be always written upwards in junctures and *he* always written downwards, notwithstanding they are both the same sign, they can never clash, as will be seen by comparing sign 4, *all he*, with sign 7, *all the*, in which instances it will be noticed that *he* is written downwards and *the* upwards. Sometimes students may suppose that they can distinguish the difference between *he* and *the* by position without regard to the direction in which the signs are written, but if it is borne in mind that those words are written in *any* position in junctures, that they must be joined when possible for speed purposes, and that the words to which they are joined must have the preference of position, it will be understood that the outlines for *he* and *the* may sometimes both be in the same position, as they are in signs 4 and 7 in Exercise, in which cases naught but a difference in the direction of writing will make them readable. Writing the sign for *the* always upwards and the sign for *he* always downwards, will thoroughly distinguish those words, and if that sign for *the* could always be used for that word, as the sign *Hay* is always used for *he*, there might be no danger of confliction in any instance, but this joining of words together in phrases is so necessary for speed and legibility, that phrasing must be done as much as possible, and on account of the different shape of some outlines, it is not always possible to join the list sign for *the* to every outline.

It does not so greatly matter if the sign *he* is disjoined occasionally, as that is not so frequently-occurring a word as some others, but the word *the* is said to be the most frequently-occurring word in the English language. This being granted, the word *the* must therefore be the word of all others which most needs to be phrased whenever possible, for securing speed. For the words *a*, *an* and *and*, which are next in frequency of occurrence, we can easily substitute one for the other, where the proper one will not join—the sign for *an*, doing duty also for either *a* or *and*, as in signs 6, 17, 21, 25 and 42 in Exercise, and *and* for *a*, as in the phrase *but a*, in sign 79, for those words will not clash, it being naturally allowable for the articles *a* and *an* to be substituted for each other or even for them to alternate with the conjunction *and*, but, if it be necessary to do

this substitution for *a*, *an* and *and*, to gain speed by facilitating junctures, it is far more necessary to make use of a plan of substitution for the word *the*, where the word-sign in our list will not join, and the best sign that can be selected for such substitution is the pronoun *I*, which letter can be used in substitution for the word *the*, as in sign 59 in Exercise, without the least danger of its being mistaken for *I*, as the words *I* and *the* thus used will never clash. For this reason, where the sign for *I* will not join, we can reciprocate by using the upward tick of *the* for *I*, so that the signs for these two words, being entirely distinct, may be always substituted for each other where their own sign will not join, the student not forgetting, of course, that it is always best to join the original sign for any word when possible, and to substitute the other sign only when the original sign will not join, but to be sure to substitute rather than lose the opportunity of phrasing, which is so very necessary to be observed in writing the eight words *and*, *a*, *an*, *the*, *I*, *he*, *we* and *you*, spoken of in foregoing paragraphs.

We now come to the most particular reason why the original sign for *the* should be always written upward. It lies in the fact of this substitution of the signs for *the* and *I* where we cannot join the proper outline. The words *he* and *the* would seldom clash any more than the words *the* and *I*, because they represent entirely different parts of speech, but the words *he* and *I* are of the same parts of speech, both being pronouns, and it is words of the same parts of speech that are most apt to clash. The student can understand what a difference there is between the two statements, "he will pay" and "I will pay", and yet the only difference lies in the words *he* and *I*, which proves conclusively that *he* and *I* must be made distinct in shorthand writing, but, if we use the sign for *the*, which is just like *he*, when we intend it to mean *I*, we are going to have trouble, unless we write the word-sign stroke downward when we mean *he* in junctures, and the same sign upward when it means *the* or *I*. Then there is no difficulty in securing distinctions between such combinations as are presented in signs 63 and 64 of Exercise. By writing the word-sign for *the* upwards, therefore, when it means either *the* or *I*, we prevent clashing with *he*, providing we always write *he* downwards.

These are the only particulars of striking importance that are necessary to be observed in the writing of phrases containing word-signs, excepting the general injunction that the word-signs in foregoing list must be written in their proper positions, joined or not, with the exception of *the* and *an*, which, as we have stated, in company with six

other words, take any position when joined. It may be as well also to add that the word-signs, with the exception of *the* and *an*, are joined commencing phrases, never at the end of them, but that *the* and *an* and the other six words we have named, *and*, *a*, *I*, *he*, *we*, *you*, may be phrased with other words, either beginning, ending or intermedially.

The signs for *a*, *an* and *and* are shown substituted for each other to make easier junctures, in signs 53 to 56 inclusive, and in other instances throughout the sentences given in this Exercise, as in sentences shown by signs 79, 80 and 85.

In joining phonographic word-signs and outlines into phrases, the ordinary rule is to place the first word in its proper place-position, and let the other words in the phrase take care of themselves, in the same manner that the second vowel-sound in a long word is treated.

To avoid confliction with half-length consonants, always write these word-signs, and all visible vowels, about one-eighth the size of a full-sized consonant; in other words, write them as small as possible, the merest ticks being sufficient. This will serve as a perfect method of distinction between the word-signs in the foregoing list and half-length outlines.

The time-saving principle of phrasing is given considerable practice upon in the Exercise to this lesson and others which follow; and, although beginners may find at first, in their own writing, that a little extra thought is sometimes required in order to make the best junctions possible, and that it may therefore at first appear to them that longer time is required to join the words than to write them separately, yet this difficulty will diminish with each Exercise, and become more and more of a pleasure with each step, eventually being found to be a beautiful method of phrase representation, and perfectly easy to read when written, providing care has been taken not to join most of the word-signs out of position.

The circle-S can be added to the sign for *who* in order to make the word *whose*, as in sign 51. Other junctures may be made for compound words, like the adding of the word *hand* to the word *before*, spelling *before-hand*, as in sign 52.

Throughout these sentences, concluding our Exercises, there will be found outlines which are rather ahead of the lesson, but which, for the purpose of showing how sentences are written, it was thought best to include herewith. The word *should* is hardly one of these, but it might as well be described at this stage. That word is a halved-letter *Ish*, written under the line, when written alone, to indicate its vowel-



sound, as in sign 67. When joined it may occasionally be written on the line.

The phrase "I told you so," in sign 73, shows how common words may be joined together, and sometimes a common word, like *so*, written out of position. In sign 80, the L sound in the syllable *ly* is indicated by an L hook on the letter N. This is done to secure an easier juncture. In the sentence in sign 82, the syllable *less* of the word *motionless* is written downwards for the same purpose—to facilitate junctures. In sign 85 the word *one* is represented by the addition of an N hook to the letter Way. This makes that character resemble short-ah, but as the sign for short-ah is not used alone it will not clash. To represent Ah, as an exclamation, the sign for the ordinary Ah is used, which is written in an opposite direction. When *one* is used for a figure the letter Way is sufficient, as will be seen in the list given in the next lesson, but in a sentence where there are no other figures it might be mistaken for Way, and therefore the hook N is used in such cases. When we want to write *ones*, or *one's own*, the hook N is not absolutely necessary, as will be seen further on in these same sentences. Signs 85 and 87. Junctures of common words which follow easily in position, such as the concluding phrase in sign 85, "by a microscope," and that beginning sign 86, "presents the best," should be taken advantage of whenever possible, as such junctures are a great aid to both speed and legibility.

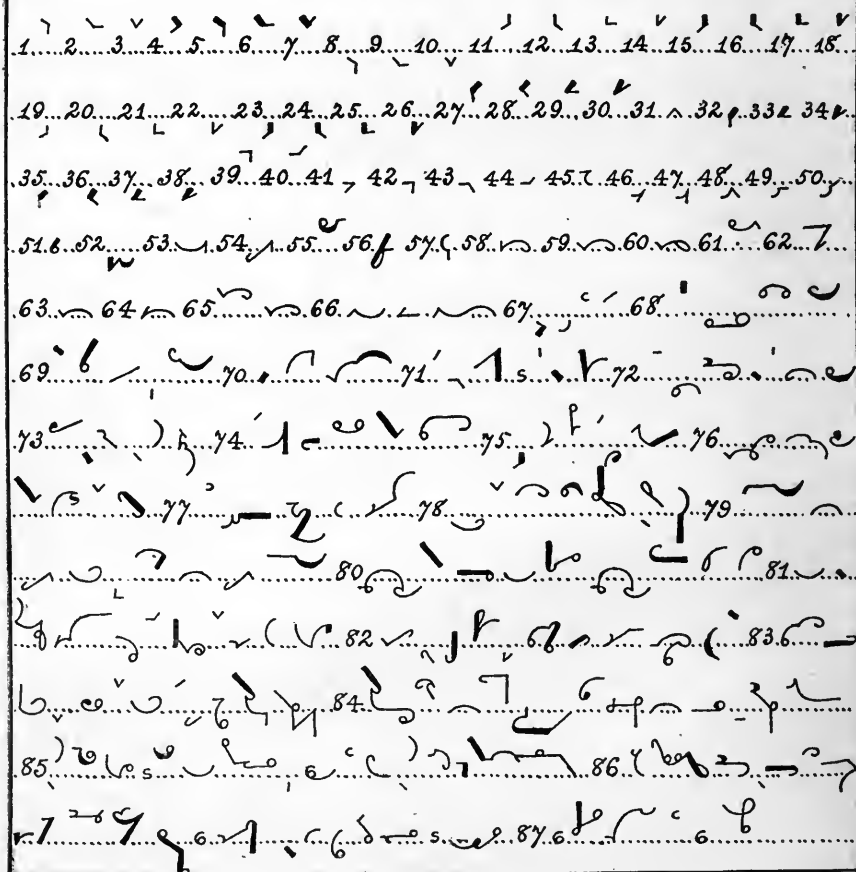
In the word *energy* (sign 86) long-E may be substituted for short-e, and there are other instances in these Exercises where this sort of substitution is done, it being in accordance with the rule for vowel substitution set forth in Lesson IV.

Many other apparent digressions may be discovered in these advanced lessons by the careful student; but, as it would require too much unnecessary space and time to explain these singly as they occur throughout this book, the student will please without demur accept all such slight digressions as being perfectly correct. They bear, all of them, the result of years of practice, such practice having determined their present form and position to be the best for purposes of speed, and that without destroying their legibility in the least. It should, therefore, be the duty of students to memorize these somewhat peculiar outlines, and make use of them whenever possible in their own notes, and the result will be that the eye will become so accustomed to these outlines that they will recognize them unconsciously, without regard to philosophy of outline or position. Such is always the case with a professional shorthand reporter and his notes. He reads them from habit,

without stopping to think of the elements composing them, just as you, the reader of this explanation, are now doing with these printed words. You are not spelling these words as you read them. Neither are you noticing the separate letters. You unconsciously read these words as words, and you would read them aright even if a letter or two were in error omitted from the word, because you read each word at a glance, and, in the case of a trivial mistake such as the omission of an unimportant letter, the other words of the sentence would prove a perfect key to it.

Never slight the joined words. The skilled reporter executes these combinations in half the time requisite to write each word separately.

### EXERCISE VIII.



## POINTS TO REMEMBER.

Devote as much time to reading as to writing phonography.

Write the Exercises contained within these lessons, over and over again, even after you have become perfectly familiar with them. They contain words and phrases which have been selected for all-time practice.

Remember that time is wasted by attempting to write rapidly before one can write well; that the difficulty of reading poorly written phonography will be far more regretted than a lack of speed while learning; and that speed is certain to follow where a neat and accurate style is the student's aim.

## KEY VIII.

1, of a; 2, of an; 3, of the; 4, all he; 5, all a; 6, all an-d; 7, all the; 8, to a; 9, to an; 10, to the; 11, or he; 12, or I; 13, or an; 14, or the; 15, already he; 16, already I; 17, already a-n; 18, already the; 19, but he; 20, but I; 21, but a-n; 22, but the; 23, before he; 24, before I; 25, before a-n; 26, before the; 27, ought a; 28, ought I; 29, ought an; 30, ought the; 31, the eye; 32, who a; 33, who an; 34, who the; 35, whom a; 36, whom I; 37, whom an; 38, whom the; 39, on a; 40, on the; 41, and he; 42, and a-n; 43, and I; 44, and the; 45, and that; 46, should he; 47, should a; 48, should I; 49, should an; 50, should the; 51, whose; 52, beforehand; 53, know a; 54, rule a; 55, send an; 56, just a; 57, that a; 58, a man; 59, the man; 60, the most; 61, sign the; 62, catch the; 63, I may; 64, he may; 65, I mean the man; 66, I know he caught the name; 67, To whom should we write? 68, Already success seems near; 69, All joys are but fleeting; 70, Who lighted the lamp? 71, He and I read one or two daily; 72, On some occasions two or more sang; 73, We are too apt to say "I told you so;" 74, He showed great sense by the selection; 75, Before he saw the city he loved the farm; 76, The muscles move only by the law of the brain; 77, Why should you go on that journey that early? 78, None of the men seemed disposed to step aside; 79, The king may rule the nation, but a midget may rule the king; 80, A slovenly boy gains no deference—a slovenly girl still less; 81, No two scientists hold like views on the departments of the art they follow; 82, The rain poured down steadily, but the soldiers remained erect and motionless through all; 83, Solomon gave attention to the wants of the nation he ruled and thus benefitted posterity; 84, Benefactions multiplied may create a growler, while a scarcity may cause an opposite effect; 85, To see a friend's faults one needs no spectacles, but one's own we fail to see even aided by a microscope; 86, Youth presents the best occasion to gain mind-capital—old age weakens the energy, subdues one's ardor—"too late" thus happens across one unawares; 87, One's desires alternate with one's necessities.

## LESSON IX.

## COMMON ABBREVIATIONS.

Up, party, patent	If, off	Important-ce
Hope	For, 4, 4th, forth	Improve-d-ment
Be, been, object	Far, fact	In, any, never
To be	From	Thing, long
Time, what	Form	Language
It, take	Ever	Young
At, out, took	Have, five	With
Dollar	However	Were, 1
Do	Value	Would
Had, today, to do	Think	Where
Each	Them	When
Which, change	Though, thank	Year
Much, charge	Either, author	You
Jesus	Other	Beyond
Advantage	Wish	Yet
Large	Shall, usual-ly	Yes
Your	Issue	Yes sir
Our, hour	Us, use (meaning of use)	Is, his
Kingdom, common	Use (pronounced uze)	As, has, the cipher
Can, came	Will	Was
Country, come	Am	Is it
Give-n	Him, make	First, as it, has it
Together	Home	Was it

In the list of Common Abbreviations on opposite page, the student is introduced to the representation of entire words by writing only a portion of their outline, the words in the foregoing list being represented mostly by only one shorthand letter—in some cases the first, as T for *take*; in other cases the last, as Ch for *which*; and, in still other cases, an intermediate letter, as Gay for *together*.

This method of abbreviation is quite as important to the rapid writer as the list of Word-Signs given in a preceding lesson, besides being more easily committed to memory, because of the fact that a part of each word is actually written, and not represented by arbitrary characters peculiar to the Word-Signs. These Common Abbreviations are easily read, because frequently met with in sentences, and also because these simple word-abbreviations conduce greatly to easy and legible phrasing.

The sign for *was*, the student must bear in mind, can only be joined to other words in its proper position, under the line of writing, a rule equally applicable to the signs for *to be*, *to do*, and any third place or first place word-abbreviation. It is only a few of the second place word-abbreviations which can, when phrased, be written out of position, and when not phrased even those must have proper position. The words in this list with which this liberty may be taken are *up*, *be* or *been*, *it*, *do*, *which*, *for*, *from*, *have*, *them*, *shall*, *will* and *you*, and even these only where shown in the Exercises.

The circle S or Z can be added to any of the abbreviations of the foregoing list, in the manner indicated in signs 2, 4 and 6 in Exercise.

There is only one point in which the above word-abbreviations do not agree with previously described principles—*i. e.*, in their place positions. They are not all placed in position in accordance with their visible vowel elements. This is because some of them take their positions in accordance with the importance of the words they represent, those words which are apt to occur most frequently being placed on the line simply because it is the easiest position in which to write, and hence enables the phonographer to write them much more quickly than would be possible were they placed in the position which their vowel sounds would have placed them. Words so placed out of position are, however, only those which the student will find no difficulty in recognizing in their new positions, after once memorizing them, as with the word-signs. Where an abbreviation in the foregoing, or any list of word-abbreviations, has laced opposite it two or more words, each word separated by a comma (as with the first and third abbreviations in the foregoing list), the

abbreviation in question may separately represent either word, but only one of the words at a time. Where two or more words, placed opposite a phonographic abbreviation, are not separated by a comma (as with the fourth abbreviation in the foregoing list), the abbreviation in question represents all words opposite it at one and the same time. Finally, when, opposite a phonographic abbreviation, three or more words appear, the words being separated by commas in some instances and not in others (as with the abbreviation for *first*, near the end of preceding list), then the abbreviation is intended to represent, at one and the same time, any group of words not so separated, but not more at a time.

There are occasions when the words *is*, *his* and similar words represented by the circle S, may be indicated by enlarging the S-circle of a preceding word, as in signs 57 and 101 in Exercise. Similarly the circle S, which, in this word-abbreviation list, represents either *is* or *his*, would represent both words if made into a large *Scz*-circle, as in sign 69. *As* *has* and *was* *as* would be formed on the same plan, as per signs 71 and 73.

As the letter T is used as a word-abbreviation for *take* in the foregoing list, it is therefore allowable to represent *taken* by the addition of the hook N to the letter T, as in signs 39 and 40 in Exercise. This brings us to a very important principle in rapid writing, respecting the extension of the use of the word-abbreviations. In our list is presented only the root word, it being expected that the student will, from those word-abbreviations as a base, build other abbreviations by simply adding the different terminations which distinguish the same family of words. For instance, just as the letter Chay in sign 8 represents the word *charge*, so it is allowable and expected that the word *charges* (sign 9) be formed by adding a circle to the sign for *charge*, and the syllable *dis* be added to the sign for *charge* when the word *discharge* is desired to be written, as in sign 10. On the same principle the words *larger* and *largest* are built from *large*, signs 11, 12 and 13; *hourly* is built from *our*, signs 23 and 25; *objects*, *objector*, *objection* and *objective* from *object*, signs 34 to 38, inclusive; and hundreds of other word-abbreviations arrived at in a manner which gives the student the key note to the thousands of word signs which other authors put in their dictionaries in a way which requires years to memorize them, but which, on this plan, without any dictionary, enables the student to write them on sight as soon as he or she becomes familiar with our lessons. *Authority*, sign 109, is thus formed from *author*, etc.

Signs 58 and 59, in Exercise, show how the word-abbreviations help to distinguish between letters that are attached to them, those two outlines, although one begins with a letter of the alphabet, the letter I, and

the other commences with the word sign for *of*, forming characters nearly alike, are rendered perfectly distinct by the fact that the word-abbreviations give them different positions, these word-abbreviations equally well distinguishing between halved characters and word-signs, even when there are no other means of distinction—which there generally are—halved outlines never clashing with a vowel character or a word-sign, as they are used for different purposes.

The word *whereas*, as will be seen by sign 63, is formed by the juncture of the word-abbreviations for *where* and *as*. In the next compound word, shown by sign 64, *elsewhere*, the word *where* is out of position, but, being joined, is perfectly legible in that case. This leads us to state that the words *else* and *less* will sometimes clash unless the E of *else* is written, or some other means of indicating that beginning vowel is taken advantage of—for instance, in *junctures* where the vowel cannot be written, write *less* upward and *else* downward. This can only be shown in *junctures*. When *else* is written alone, *else* must have its vowel written.

In signs 77 to 80 inclusive, the circle-S is added within loops to indicate the addition of *is*, *as* or *was*.

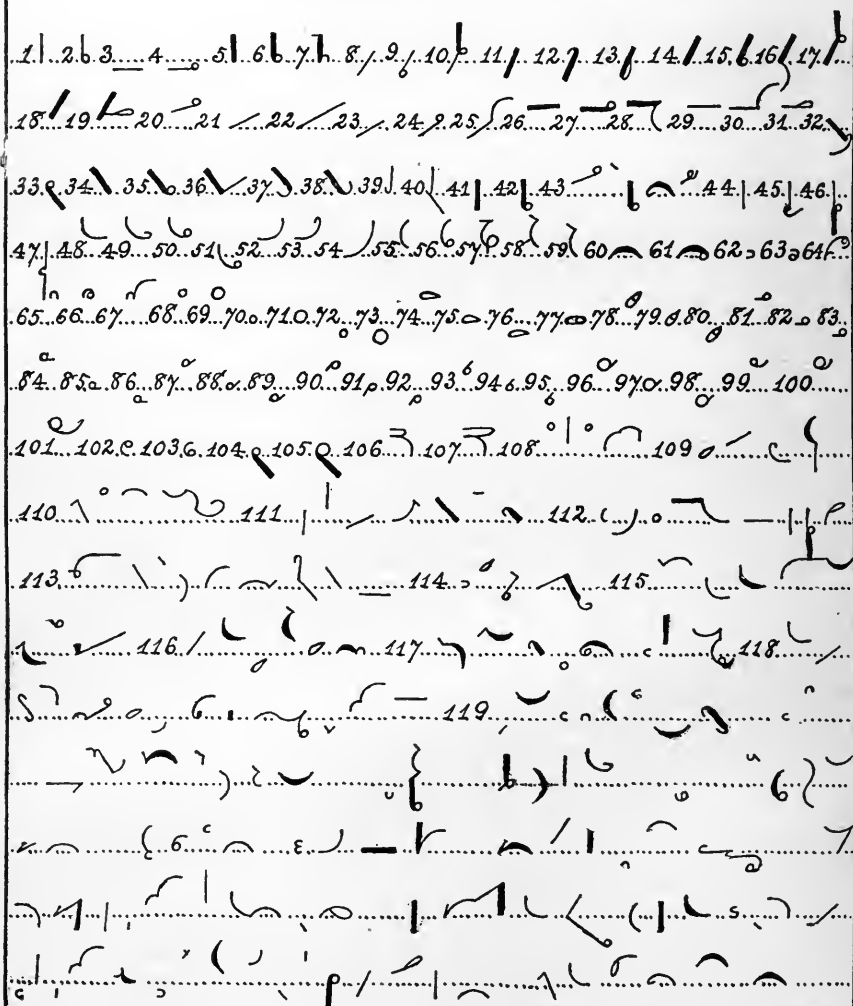
The word *seldom*, on third line from the end of Exercise, is abbreviated by omitting the M. It is perfectly legible thus curtailed.

To signs 87 to 98 inclusive, the student should give special attention. In Lesson III, describing the use of the circle-S, which, in this lesson, represents *is*, *his*, *as*, *has*, or *was*, according to position, the student was instructed to always write such circle on the *right-hand* side of *upright* or slanting *straight* characters, and on the *upper* side of *horizontal* ones. In that same lesson the student was enjoined, when the circle-S was added to R or Arm, to consider those letters the same as the horizontal ones K and Gay, because they are written in the same direction—from left to right—the circle being thus attachable upon the upper sides of R or Arm, precisely as to K and Gay. This same rule will apply to the word-sign for *the* when the circle is joined to it, because the stroke *the* is written *upwards* from left to right, the same as K and R, and therefore takes all circles added to it on the upper side of the stroke, as in signs 87 to 89 and 96 to 98 inclusive. On the other hand, the stroke *he*, being written *downwards*, the circle-S is attachable to it on the same side as to the letter Chay, the circle being, therefore, according to rule before quoted, attachable on to the right-hand side of Chay or the stroke *he*, whether such circles begin, as in signs 90 to 92, or terminate *he*, as in signs 93 to 95. This arrangement—writing the stroke always downward for *he* and upward for *the*, and placing the circles on the

upper left-hand side of *the* and right-hand side of *he*, will serve as a sure means of distinction between such outlines, both in reading and writing.

The circle-S, representing *is*, *as* or *was*, may be written double length to add the word *there* or *their*, as in signs 74 to 76. These forms will not clash with *is it*, *as it* and *was it*, in word-abbreviation list, for those word-abbreviations are slanted, whereas signs 74 to 76 are horizontal.

## EXERCISE IX.





The word *shall*, in sign 111, will be noticed to have been written upwards. This is allowable where junctures are to be facilitated with letters or words, but when *Ish* has only hooks attached, and no other character added, *Ish* must be written downwards, as in sign 42 of Lesson V, and sign 49 of Lesson VI, to show on which end the circle or hook is to be read.

## KEY IX.

1, It; 2, its; 3, come; 4, comes; 5, do; 6, does; 7, and do you; 8, charge; 9, charges; 10, discharge; 11, large; 12, larger; 13, largest; 14, advantage; 15, advantages; 16, advantageous; 17, disadvantage; 18, Jesus; 19, Jesus Christ; 20, yours; 21, are; 22, are there; 23, our; 24, ours; 25, hourly; 26, give; 27, gives; 28, give them; 29, common; 30, commonly; 31, commonest; 32, to be sure; 33, is to be; 34, object; 35, objects; 36, objector; 37, objection; 38, objective; 39, taken; 40, taken up; 41, to-day; 42, to-day's; 43, Yours of to-day's mail received; 44, out; 45, outward; 46, outside; 47, outwit; 48, off; 49, often; 50, office; 51, facts; 52, wish; 53, wisher; 54, wish their; 55, think; 56, thinks; 57, and thinks his a; 58, I think; 59, of them; 60, improve; 61, improves; 62, where; 63, whereas; 64, elsewhere; 65, year; 66, years; 67, yearly; 68, is; 69, is his; 70, as; 71, as has; 72, was; 73, was as; 74, is there; 75, as there; 76, was there; 77, as there has; 78, is it as; 79, as it has; 80, was it as; 81, and is; 82, and as; 83, and was; 84, is an; 85, as an; 86, was an; 87, is the; 88, as the; 89, was the; 90, is he; 91, as he; 92, was he; 93, he is; 94, he has; 95, he was; 96, his is the; 97, as has the; 98, was as the; 99, is not; 100, is sent; 101, is seen; 102, is that; 103, that is; 104, has been; 105, as has been; 106, why there have; 107, whether there have; 108, His time is limited; 109, Has it your full authority? 110, The patent is my invention; 111, At what hour shall I be on board? 112, That issue as given forth came out Tuesday last; 113, A select party of us will make the trip up-country; 114, Where is it the charges are to be found? 115, I am far from liking the form of his order; 116, Which offer was it the author first made you? 117, The value the thing brought was small—one dollar in a thousand; 118, If our plan ever matures as it should, we will owe many thanks to the little kingdom; 119, How long were you there with young Brown? One year. Can he appreciate the importance of a use of that language? Yes, I think he does. Does he use it often? Yes, sir. Yet the others say they never heard him? They were seldom with him; we were usually together daily. He improved each day beyond my calculations. Any change, however hard, took but little time for him to master. To-day he will read four chapters, though to do from one to five an hour would take but little effort when he either wished to or has had much rest at home. I hope for still more important improvement.

## LESSON X.

A list of word-abbreviations containing either beginning or final hooks is presented in table on opposite page. Learn them as directed for the Word-Signs of Lesson VIII, and the Common Abbreviations of last lesson. They will be found upon better acquaintance to be exceedingly handy, not only containing important speed elements, but being also thoroughly legible when well memorized.

Signs 113 to 141 in Exercise, illustrate the adaptability of the abbreviations in this list being extended by adding terminating differences, the word *remembrance*, sign 114, being simply *remember*, sign 113, with an Ns circle added; *equalled*, sign 118, being formed by halving the word *equal*, sign 117; *over their*, sign 131, being a lengthened *over*, sign 130; and a number of words, as in signs 137 to 141, being formed from the word-abbreviation for *organ*, illustrating clearly the apparent inexhaustibility of word-abbreviation formation, aside from the instances given in the lesson.

In memorizing word-abbreviation lists, the student should bear in mind, as explained in connection with the Common Abbreviations in Lesson IX, that it must not be expected of word-abbreviations that they should in every case agree in position with their vowel sounds. Sometimes the greater conspicuousness of a vowel in one word-abbreviation will compel another word-abbreviation with less conspicuous vowel sound, to occupy a position which, reasoning by place position rule, would properly not belong to it. The word-abbreviations in the foregoing list of the Common Abbreviations is evidence of this. Furthermore, it is not always the case that confusions with another word-abbreviation causes it to be written in a position out of accordance with its vowel elements. Sometimes a word-abbreviation is given an apparently wrong position because the outline of some ordinary word, not a word-abbreviation, would conflict with it. Again, words with first or third-place vowels are sometimes represented by signs written in the second position, on the line, simply because that is the easiest position in which to write; though this is done only in cases wherein the word-abbreviations would be perfectly familiar in any position and at the same time would not clash with common or other words of similar outline.

A student's practice in the art of rapid, and, at the same time, legible writing, depends very greatly upon the frequency and length of time given to practising the art. Students who practice most frequently and for the longest period at a time master the art first.

## HOOKED ABBREVIATIONS.

..... People, appeal	..... Awful	..... Addition
..... Apply	..... Over	..... Providential
..... Principle-al-ly	..... Very, every	..... Jehovah
..... Appear	..... Moreover	..... Juvenile
..... Belong	..... Withal	..... Religion
..... Able, belief, believe	..... Pleasure, sure	..... General-ly
..... Liberty	..... Measure, assure	..... Imagine
..... Re-member	..... Well	..... Generation
..... Brother, number	..... Mr., remark-ed-able-y	..... Question
..... Till, tell	..... Humor	..... Govern-ment
..... Until	..... Honor, nor	..... Begin
..... Truth	..... Manner	..... Again, organ, began
..... Deliver	..... Poverty	..... Begun
..... Doctor	..... Upon	..... Phonography
..... Dear	..... Punish-ment	..... Philanthropy
..... Angel	..... Above	..... Within
..... Danger	..... Twelve-fth	..... Then
..... Call, equal-ly	..... Internal-ly	..... Than
..... Difficult-y	..... Eternal-ity	..... Alone, eleven, learn
..... Christian	..... Divine, defendant	..... Revelation
..... Glory-ify-fied	..... Differ-ent-ence	..... Revolution
..... Agree, degree	..... Advance	..... Human
..... Work	..... Denominate	..... Opinion
..... Workmen	..... Done	..... Union
..... Workman	..... Condition	..... Information

## WORDS INDICATED BY HOOKS.

As Emb is frequently employed in professional work to represent the words *may be*, sign 2 in Exercise, Way-Emb may be quite as readily employed for the phrase *we may be*, sign 3 in Exercise. This is on the principle that, as the letter Way represents *we*, the letter M, *may*, and B the verb *be*: therefore, Way-Emb, which really contains the consonant elements of all three words, can quite consistently be written for them altogether. Reasoning from this point of view, as Ith on the line spells *they* and the letter R will do for *are*, the combination Thr will answer for the phrase *they are*, as in sign 1 in Exercise. Upon the same plan, as the word *will* is represented as a word-abbreviation by the letter L, we may occasionally use the hook L for the word *will* or even *all*, as in signs 6 to 17 in Exercise, and the N hook for the words *own*, *been*, *than* or *one*, as in signs 18 to 26 in Exercise. As sign 26 represents *at one*, sign 27 would, of course, by making the N hook into a circle, represent the words *at once*. To the word-signs *or*, *but*, etc., and to any halved characters, such as *did*, the N hook can be used for the word *not*, as in signs 40, 41 and 42. To full sized characters, however, such as *do*, *had*, *be*, *have*, etc., the word *not* must be spelled by writing an N hook and halving the words *do*, *had*, etc., to add the T of *not*, as in signs 44 to 53 inclusive. *We will not*, sign 49, is a case in point. In that outline, analyzed, we find the beginning hook-Way represents *we*, the letter L, *will*, and the final N hook, together with the shortening of the entire combination to add T, indicates *not*. Result: *We will not*. *May not*, sign 53, and other similar abbreviations, are subject to the same manner of analysis, the letter T being quite correctly added after a final hook by shortening the main consonant to which the hook is attached. Signs 57 and 58 illustrate instances where *not* must be written with a halved N to distinguish *might* and *meant*, to which *not* is there attached. Continuing the above plan, the words *are* and *our* may be represented by the hook R (signs 29 to 34 and 36 to 39) and *off*, *forth*, *of*, *if* or *have* by the V hook (signs 59 to 76). Signs 35 and 36 show how *your* and *our* are distinguished in such combinations.

The circle-S may be quite legibly employed to represent the pronoun *us*, when joined to some words. Signs 79 to 81 in Exercise. In many words possessing the same consonants, a difference of outline is taken advantage of, in order to aid legibility. The words *last*, *lost* and *lowest* possess the same consonant sounds (L-S-T) and have some position vowels, but should be distinguished by indicating the consonants in the three different ways shown by signs 90 to 92 in Exercise, the most

frequently occurring word being given the shortest and easiest made outline. Other instances of distinction are illustrated in signs 95 to 102.

Without regard to size, when there is a choice, make use of such outlines for word representation, as are easiest made and afterwards interpreted. Thus, though both the outlines of sign 103 are proper ones for the word *murder*, yet the largest sign is best, because the crook in the shorter sign, caused by the juncture of R, necessitates the expenditure of more time than is required for making an uninterrupted outline such as the large outline for *murder* presents.

As illustrated in Lesson IV, by the word *customary* (sign 67 in Exercise to that lesson) many words are perfectly familiar by their consonant outline alone, and hence are written in the second position, that position being the easiest in which to write. Some of the word-abbreviations are of that character, and so are the outlines for the words *saith* and *said* (pronounced *seth* and *sed*) and also *survey* and *circle*, signs 105 to 109 in this lesson.

In sign 5 in Exercise, the word *certain* is written *cert*, the letter N being omitted. This is one of a number of easily remembered contractions which the student will meet with in these concluding lessons and which are to be accepted unconditionally as being the best forms for those words. Many of such contractions are really word-abbreviations, which it was thought best, for the purpose of memorizing, to give the pupils in their Exercises rather than arranged in the list-forms. The words in the sentences of this Exercise are also words of this character.

In fact, there is no precise limit at which one need stop in this matter of abbreviations, providing the student keeps within the bounds of legibility, the latter being a matter upon which every phonographer must bring individual judgment to bear—those whose memory is more retentive than their fingers are agile, being able to abbreviate with more safety than persons whose quickness of hand exceeds their capacity for memorizing—the latter class not needing as much abbreviation as the former. But do not permit the thirst for abbreviations to interfere with the representation of

#### SOUND SYLLABLES,

in words of not very frequent occurrence. A proper appreciation of the sound syllables of language is a great aid to students in building outlines for infrequently occurring words, and it is, therefore, an aid that should be cultivated as much as possible. A good way to attain this result is to write words in as few syllables as possible, consistent with

legibility. For instance, do not divide the word *vagrancy* thus: va-ga-ran-see, sign 112; nor yet omit the final vowel sound as in va-grans, sign 111. The shape of sign 112 forms too extended an outline for speed, and that of sign 111 is too brief for legibility, while, by the use of the Ns circle as a termination, sign 111 fails to provide for the final invisible vowel, which is always entitled to representation by writing the last consonant in full. *Vagrancy* should be divided into sound syllables as in sign 110—va-gran-cy—thus giving its final vowel full representation by the use of the full-sized letter S, and at the same time rendering the word outline sufficiently brief for rapid writing.

### NS VERSUS S.

The small circle S, when occurring in such junctures as *task* (sign 83 in Exercise) is frequently misunderstood, until its formation is properly explained, to be an Ns circle. While its shape is exactly that of the Ns circle, yet its right to be written in the same manner, is very conclusive. This can be best illustrated by closely observing the combinations of the consonant sounds of t-k, t-s-k, t-n-s-k, as they are shown in the words *talk*, *task* and *transaction* in signs 82, 83 and 84 of Exercise. The letter T of sign 82, it will be observed, is written directly on and *touching* the dotted line. To add Ns to that letter one must necessarily first turn the end of the T, which rests on the line, into an N hook and then bring it round into a circle, after which, if we want to add K, the K will appear somewhat *above* the line on which the T rests, as in sign 84. When, however, only S-K is to be added to T, the S is written *under* the dotted line, at the lower end of the T, thus bringing the final letter K *on* the line (sign 83) as perfectly as T-K is written without the S in sign 82. This arrangement clearly isolates the circle S (sign 83) from any collusion with the letters T or K, excepting as a joined letter, and clearly indicates that it is not written on the left-hand side of T, as might be supposed, but rather on the *under side*, which as perfectly declares its individuality as though it were written upon the right-hand side, an arrangement which, in this sort of a combination, would be quite awkward; and, as this similarity between the S and Ns circles will never, under any circumstances, cause them to be mistaken, the one for the other, is a needless one. Convenience in writing is as necessary to rapid writing as brevity is, and clearly formed angles are as necessary to speed. The manner in which the circle S in sign 83 is added, is the most convenient way it can be added, prevents the K from degenerating into the shape of an N, as it would if the circle were written on the right

hand side of T, and therefore preserves the shape of all the letters in the combination, and the circle S in such outlines never clashes with the Ns circle. Always place the circle on the proper side, when possible, but sometimes, as in instances above noted and in signs 5 and 85 to 88, the S circle has to be joined in the most convenient way for the reasons first given.

The juncture of the word *has*, in signs 77 and 78 of Exercise, in which case it is apparently turned upon the left side of the word *it*, is also in accordance with the placing of the circle S in the word *task*.

#### RESPECTING PRACTICE.

A plan of practice in writing which will much accelerate the student's proficiency, is that of practicing in precisely the same manner a regular phonographic reporter works. To accomplish this object, procure a reporter's note book, either by purchase or making it yourself. These books are about the size and shape of a common pass-book, and nearly half an inch thick, to admit of lengthy reports being taken; but, unlike most other note books, they open at the bottom instead of at the side, and when in use, only one side of the paper is written on—that which is nearest—and, afterwards, when those pages are all written upon, the book is turned and the other sides are ready for use. This method always secures a good foundation for the phonographic writing, and prevents in a great measure awkward illegibility.

Some teachers claim that a good plan of study for the purpose of gaining familiarity with a large number of words, is for the student to get a common spelling-book and practice on all the hard words therein. Practice of this sort, it is claimed by such teachers, will go a great way toward making easy the path which leads to rapid writing. This is in a measure true, though only of the student who has thoroughly memorized all the Exercises of the lessons—for others it will simply delay progress. In fact, any attempt of the student, until he has finished the lessons, to write words not in the lessons as far as he has learned, is to be deprecated, for the reason that, until all the principles of the art have been learned, he is sure to make imperfect outlines for words containing principles at which he has not arrived, and his eyes are unfortunately too apt to make mental pictures of such wrong outlines, and when he comes to practice for speed, after the lessons are finished, he will find difficulty in avoiding those bad outlines. Every lesson should be well learned before the student makes any attempt at writing words not in the lessons he has learned. Then, when all are learned, he will, by having in mind all the principles, be enabled to more readily form words not in the lessons.

## EXERCISE X.

1. 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17  
 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32  
 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50  
 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66  
 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82  
 83 84 85 86 87 88 89 90 91 92 93 94  
 95 96 97 98 99 100 101 102 103  
 104 105 106 107 108 109 110 111 112  
 113 114 115 116 117 118 119 120 121 122 123  
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





























## KEY X.

1, they are; 2, may be; 3, we may be; 4, they may be likely; 5, you may be certain; 6, it will; 7, which will; 8, much will; 9, at all; 10, for all; 11, of all; 12, to all; 13, on all; 14, and all the; 15, and will you; 16, who will; 17, in all; 18, my own; 19, our own; 20, have been; 21, more than; 22, softer than; 23, no one; 24, none; 25, some one; 26, at one; 27, at once; 28, and our own; 29, on our; 30, but our; 31, of ours; 32, of our own; 33, to ours; 34, to our own; 35, by your; 36, by our; 37, who are; 38, each are; 39, which are; 40, or not; 41, but not; 42, did; 43, I did not; 44, I do not; 45, I had not; 46, be not; 47, have not; 48, I will not; 49, we will not; 50, we are not; 51, I think not; 52, am not; 53, may not; 54, we mean; 55, we meant; 56, we may not; 57, we meant not; 58, we might not; 59, clear off; 60, set off; 61, set forth; 62, call forth; 63, we are of; 64, which are of; 65, out of; 66, or if; 67, but if; 68, and of; 69, which have; 70, all have; 71, who have; 72, I have; 73, to have; 74, I have been; 75, I have to be; 76, to have been; 77, it has been; 78, such has been taken; 79, let us; 80, sent us; 81, send us; 82, talk; 83, task; 84, transaction; 85, desire; 86, dissection; 87, destroy; 88, desolate; 89, dissolute; 90, last; 91, lost; 92, lowest; 93, wheat; 94, white; 95, stock; 96, stack; 97, marked; 98, market; 99, greatly; 100, gradually; 101, read; 102, re(a)d; 103, murder; 104, days; 105, saith; 106, said; 107, survey; 108, circle; 109, circular; 110, vagrancy; 111, va-grans; 112, va-ga-ran-cy; 113, member; 114, remembrance; 115, brother; 116, brethren; 117, equal; 118, equaled; 119, imaginary; 120, imagination; 121, govern; 122, governor; 123, again; 124, against; 125, angel; 126, angelic; 127, Dear Doctor; 128, measured; 129, measure their; 130, over; 131, over their; 132, overthrow; 133, overcome; 134, every; 135, everyone; 136, everything; 137, organs; 138, organize; 139, organic; 140, organism; 141, organization; 142, Tell the difference; 143, The truth of a question; 144, Liberty is the best government; 145, Till you agree to call; 146, The organ, then, belongs to Mr. White; 147, To the Christian, eternity means union; 148, Delivered from an awful internal danger; 149, Many people appear to be more able than lucky; 150, Mercy and Truth are attributes of Jehovah; 151, The very measure I began to fear is on appeal; 152, Learn to humor the aged, but kindly govern the child; 153, Denominate alone a degree of juvenile philanthropy; 154, A providential revelation was the defendant's testimony; 155, Poverty often applies the lash which leads to ultimate honor; 156, We base our opinions upon information often second-handed and withal faulty; 157, Above all things remember that principles need not be prejudices; 158, Until you assure me to whom they belong, you shall retain them; 159, Punishment is the pleasure of the cruel, the manner of a darkened mind; 160, Phonography has had its revolution here and most of its difficulties have vanished; 161, This generation can only imagine the remarkable glory which awaits the human race of the future; 162, True religion is from within, and is that divine belief which sees a brother or sister in every human countenance; 163, Generally the work which is well begun is nearly done; moreover, it is equally sure that the conditions will be less wearisome; 164, Your next lesson is number eleven. When through with it and the twelfth, begin all the lessons again and review each one thoroughly until your advance in the art has brought speed and ease in reading.

## LESSON XI.

## COMPOUND ABBREVIATIONS.

 ...Speak, speech	 ...Audience	 ...Especial-ly
 ...Special-ly	 ...Providence	 ...Secession
 ...Spiritual-ly	 ...Dignity	 ...Cessation
 ...Person	 ...Justification	 ...Association
 ...Peculiar	 ...Jurisdiction	 ...Yesterday
 ...Perform	 ...Jerusalem	 ...Salvation
 ...Business	 ...Juxtaposition	 ...Manufacture
 ...Subject	 ...Archangel	 ...Minimum
 ...Strength	 ...Represent	 ...Memoranda
 ...External-ly	 ...Reform	 ...Memorandum
 ...Construct	 ...Respect-ful-ly	 ...Maximum
 ...Satisfy	 ...Because	 ...Impossible
 ...System	 ...Scripture, describe	 ...Somebody
 ...Extreme-ity	 ...Inscribe-d	 ...Stenography
 ...Strange	 ...Signify, signature	 ...Influence
 ...Instruct-ed	 ...Acknowledge	 ...No sir
 ...Utilize	 ...Universe-al-ity	 ...Necessary
 ...Advertisement	 ...This	 ...United States
 ...Advertise-ments	 ...Those	 ...Knowledge

The above list of compound abbreviations is of equal importance with those which have preceded it, should be as thoroughly memorized, and is as adaptable to the formation of derivative abbreviations as the other lists, illustrations of which are given in signs 153 to 255, *subjection*, sign 154, being formed by adding a Shun hook to *subject*, sign 153; *subjective*, sign 155, by the addition of a Tiv hook, etc., etc., etc., throughout the lesson.

The beginning hook preceding the circle-S in the word-abbreviations

for *instruct* and *inscribe* in foregoing list, is used to express the sound of *in*, *en* or *un* before the S-circle only where the long N will not readily join.

If students will note carefully how the particular sort of word-abbreviations in this list are often made up of short-cuts of speech, such as *bis* or *biz* for *business* (the seventh abbreviation in the list), *ad* for *advertisement*, *dig* for *dignity*, *sig* for *signify*, etc., they will be able to make many similar short-cuts for themselves, in words which would be otherwise cumbrous, and will understand why such outlines as *pnsł*, sign 162 in Exercise, does for *Pennsylvania*; *bach*, sign 170, for *bachelor*; *cab*, sign 171, for *capable*; *kath* for *Catholic*, sign 172; *pop*, sign 188, for *popular*; *pub*, sign 189, for *public* or *publish*, and the reasons for many other similar abbreviations in this lesson. Then of course, if *pub* does for *publish*, add an R to it and we have *publisher*, as in sign 190; add a Shun to *pub*, as in sign 191, and we have *publication*; begin *pub* with an R and we have *repub*, as in sign 193, meaning *republic*; put an N hook to that and we get *republican*, sign 192, etc., etc. On the same plan, *kath* being *Catholic*, put an R in front of it and we have *R-kath*, which will naturally be read for *Roman-Catholic*, as in sign 173. This use of the letter R for a whole word as in *Roman* in this instance, we may extend to other words or collection of words, representing each word of that collection by one letter, as p-r-r for *Pennsylvania Railroad*, sign 163 in Exercise; l-j-k for *Lord Jesus Christ*, sign 167, etc., etc. All these methods of abbreviation are done in words and phrases, names, etc., which are familiar to the writer, and whereof he needs only a suggestion in order to read them. With words or phrases which are not familiar, this shortening should not be attempted, but all that are given in these lessons can and should be used, familiar or not, as they are necessary to speed. The student should, therefore, practice them until they become familiar, and employ these principles of abbreviation on all possible occasions not illustrated in the lessons where similar words and phrases are familiar. Practice in such invention will soon make it easy and as spontaneous in actual rapid work on words never attempted before, as if it was being done at ease, giving the writer possibilities which no dictionary or phrase-book can give, so long as it is borne in mind to write all words and phrases in these lessons exactly as the author gives them.

In such words as are represented by signs 24 to 38, the letter Way may often be entirely omitted without destroying legibility.

In phrase numbered 51 in Exercise, the word *well* is represented simply by writing the letter L. It will not be found to conflict with the word-abbreviation for *will*, even though written in the same position.

This dropping of the Way hook in *well* should not, however, be attempted when *well* is written alone. It is used only in junctures with other words.

It is sometimes expedient to slight the formation of some words in order to accomplish phrase-writing; but such means will not interfere with the correct reading of the words so slighted. Note the formation of *must* in signs 79 and 80, and *postpone* and *postage*, signs 74 and 75, etc.

### PHRASE POSITIONS.

The general rule with most phonographers, when joining words, is to write the first word in its proper place-position, and let the other words in the phrase accommodate themselves to the position of the first.

There are times, however, when this rule will not apply. For instance, when some other word in the phrase requires, in order to be read correctly and with ease, that it shall be given its proper position in preference to commencing word.

For the above reason, there are phrases, as well as words, that should occupy the second and third positions, even though the commencing word be a first-place word. Hence there are first-place, second-place and third-place phrases.

A first-place phrase is one in which there occurs a word (either initial, intermediate or final) which, in order to be read as joined, necessitates the placing of the entire phrase in the first position, above the line of writing. A few such phrases are illustrated by signs 41 to 48 in Exercise.

A second-place phrase is one in which the necessity of reading a certain word within it causes the entire phrase to be placed in the second position, on the line, as illustrated by signs 49 to 56 in Exercise.

A third-place phrase is one in which the important word happens to be a third-place word and thus gives third position to the entire outline, as illustrated by signs 57 to 64 in Exercise.

Signs 65 to 73, inclusive, illustrate these three sorts of phrases comparatively, and by attentive notice of how a difference of position changes the meaning of the same phrase outline, students will find a rule for the proper placement of other phrases which they will come in contact with when engaged in actual work. No principle in phonography is so unimportant that it may be only casually acquired, and memorizing these phrases will especially repay for the time consumed.

### WORDS COMMENCING WITH X AND Q.

The compound sounds of the English letters X and Q prove the most difficult for the student to analyse when writing English words in which those sounds occur, or writing English words spelled with those letters. The purpose, therefore, of the first part of the Exercise to this

lesson is to make this matter an easy one for the student, commencing with the presentation of an easy form for the sound of X, which is composed of the sounds short-e, K and S. Where that sound commences a word, the student need not spell it out in full, but can, instead, write a shaded circle like the circle Z, as in signs 1 to 16 in Exercise.

This shaded circle readily does for the sound of X, *beginning* words, and in each instance will not be mistaken for the Z circle, for the circle Z always ends words. Use, therefore, a heavy circle for the sound of X beginning words, attaching to it the balance of the word, just as a halved R is added to that circle in sign 1 in Exercise, the whole outline being therein placed above the line, for the vowel in the last syllable *ert* in that outline for *exert*, is entitled to the position, the circle X taking any position, it only being necessary to indicate the principal vowel of the balance of the word. This X circle, being merely a shaded circle S, is added to all other characters on the same side as the circle S, the right or upper side of straight characters, and like the circle S, may denote the indication of R to the main consonant, by putting the X circle on the R side of straight consonants, just as the X circle is placed to the letter P in such words as *experience*, sign 9 in Exercise, the shaded circle being read first, then the full consonant and next invisible R.

Signs 185 to 187 illustrate words containing the sound of X intermedially, as in the words *next*, *mixed* and *fixed*. Phonetically, these words are spelled n-e-k-s-t, *next*, m-i-k-s-d, *mixed*, f-i-k-s-d, *fixed*; but the student may omit the K sound of X from them, spelling such words as though they were *nest*, *fist* and *mist*; and if there is fear that they will clash with those words, the loop may be shaded to indicate the K sound of X.

The sound of Q and the letter Q are apt to give more trouble than the sound of X. All words in English which are begun with the letter Q, have the sound of K and Way, the word *queer*, sign 17 in Exercise, being properly spelled phonetically K, Way, long-E and R, so that all words beginning with the English letter Q, are easily analyzed if we simply write their sounds, as will be seen in signs 17 to 23, wherein the Way hook follows the letter K in giving the exact sound of Kway, which the letter Q always has when it commences a word.

Sometimes there are words which, in English spelling, do not contain the English Q, but, in their pronunciation do, such words being *cute* and *curiosity*, which are pronounced as if begun with a letter Q. This is because the primary sound of Q is a K, as K-u, Q, and, as the English letter C in such words has also the K sound followed by U, the phonetician hears the equivalent of the English letter Q only, such

words being therefore treated just as if they were spelled with the letters K and U beginning them, the K being written and the sound of U indicated by position, as in signs 39 and 40 in Exercise.

### EXPEDIENCIES.

The word *it* may often be readily expressed by halving the last full-length consonant of a preceding word, as in signs 132 and 133. Many word-signs may also be halved to represent the addition of *it*, without writing *it*. See signs 134 to 136. A halved-V is often used to represent the phrase *of it*, providing it is written above the line, as in sign 137. This spells *vit*, which is very near the sound of *of it*. In this, V has been used for *of*. A double length V, upon a similar plan, may be used to represent *of their*, as in signs 138 and 139.

The halving principle can also be used to add the words *ought* and *would* or *had* on the same plan that halving adds *it* in the phrase *take it*, sign 135. In that instance, the word rests on the line when adding *it*, while in signs 140 and 146 and 150, the words *it*, *which* and *such* are placed above the line and halved to add *ought*. It must be observed that the halved outline must be above the line to add *ought*, as in above instances, and must be below the line to add *would* or *had*, just as sign 141 adds *would* or *had* to the word *it*, reading *it would* or *it had*. But it is only such common second-place word-abbreviations as *it* or *which* that may be taken out of position to add the words *ought* and *would* or *had* by halving. First or third-place abbreviations must keep their positions.

By adding the V-hook meaning *have*, the N hook for *not*, or the L hook for *will*, more extended phrases may be made from these small outlines, as illustrated by signs 143 to 145 and 148, 149, 151 and 152, and, in some instances the word *to* may be also implied, though not indicated, as in sign 142, in which instance the halving of the character is done to add the word *ought*, *to* being merely understood in that phrase.

In sign 157, the circle-S is added on the most convenient side.

Signs 159 and 161, 165 and 166, show what sort of derivatives may be formed from the signs immediately preceding them, while signs 174 to 184 illustrate how portions of words may be used legibly for entire words. Signs 168 and 169 are partly of this character.

Signs 194 to 201 represent the best derivative forms for those words. Difference of position is chosen to indicate the difference of meaning between words having same outline, signs 194, 195, 196 and 197, 256 and 257.

Signs 258 to 260 are phrase-abbreviations for those words.

The beginning letter O is omitted from the word *oblige*, in sign 261, because unnecessary, *blige* being just as legible.

All these differences in outline, shading, position, direction of writing, size, etc., should be noted well by the student, and carefully heeded, whether they occur in separated words or in the sentences terminating the Exercises to the concluding lesson of this course. Such words and phrases are incorporated in these lessons for the particular benefit of students, and they can depend upon it that there is a reason for both the position and outline of every one of them. For instance, the context will seldom tell the difference between *write* and *read*; therefore, *write* is an R halved to indicate the T, and *read* is written with the R and D in full. For a similar reason, a distinction is made between *read* (pronounced reed) when meaning *to read*, and *read* (pronounced red) when meaning *have read*, although spelled the same in English; thus, put *read* (pronounced rced) above the line when it means *to read*, because of its more distinct vowel E, and write *read* (pronounced red) when meaning *have read* on the line, as in sentences in this lesson. Other necessary distinctions are particularly shown in the sentences represented by sign 266 of Exercise, wherein are illustrated differences between six words sounded much alike, viz: *ceasing*, *season*, *session*, *secession*, *cessation* and *association*.

The word *of* can occasionally be expressed by the V hook, as in the phrase *part of the* in the sentence represented by sign 265 in Exercise.

The N-hook may occasionally do duty for the sound of Ng, as in sign 81, b-ang-k, *bank*, but this should only be when no other letter follows Ng in same word, for Ng, when final, is written long, as in sign 90.

Signs 82 and 83 are instances of brevity in formation only to be followed when it can be safely done. The consonant sounds are all there, but syllable indication is not observed.

Sign 84 is the best outline for the word *eye*, as the pronunciation of that word is the same as the letter I. And, when any one pronounces the word *eye* the same as the letter I, the letter I will do for that word also, but when *eye* is pronounced like the letter A of the alphabet, then it should be written as in sign 85. The interrogative Eh is sometimes pronounced like the letter A of the alphabet, in which case that letter should be written for it, as in sign 85; but when it is properly pronounced, it sounds like short-e, and that letter then should be employed for it, as in sign 86. For the sound of the interjection Ah, the alphabetical letter for that sound should be used, as in sign 87.

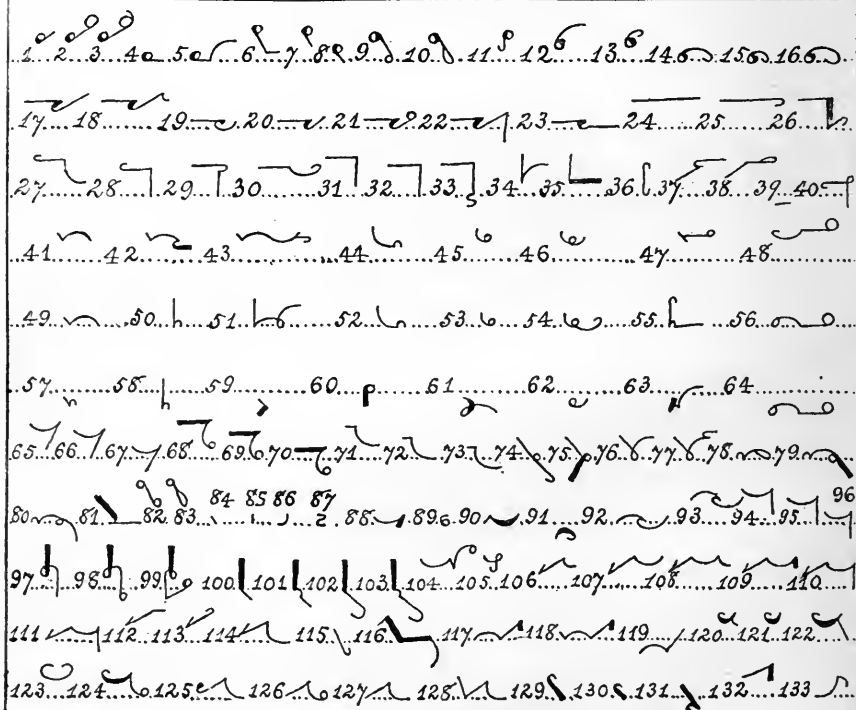
The word *now* is best spelled in full, n-ow, as in sign 88. The word *once* should be written as in sign 89.

In junctures of the letter Hay with N or Ing, the Hay may be written upwards, as in sign 90.

The sound of P is omitted from the word *impugned*, sign 91, wherein it is written with a letter M halved and thickened to add D, and at the same time placed under the line to indicate the very prominent sound of U, with its preceding vowel sound unprovided for, because unnecessary.

Signs 92 to 125 contain outlines for words and phrases, the former mostly compound, for which the student needs special outlines for distinction sake, or to provide easy forms for words difficult to write according to rule, the latter sort being *mainly* and *meanwhile*, signs 92 and 93, and the distinctive outlines being such as the provision for the difference existing between the words *into*, *unto* and *onto*, signs 94, 95 and 96, also *adopt* and *adapt*, signs 100 and 101. The termination *ers* and *eries*, occurring in such words as *distillers*, *distilleries*, and similar words, need to be clearly indicated, *ers* being indicated in hook and circle form as in sign 98, and *eries* by the full sized R and circle as in sign

## EXERCISE XI.





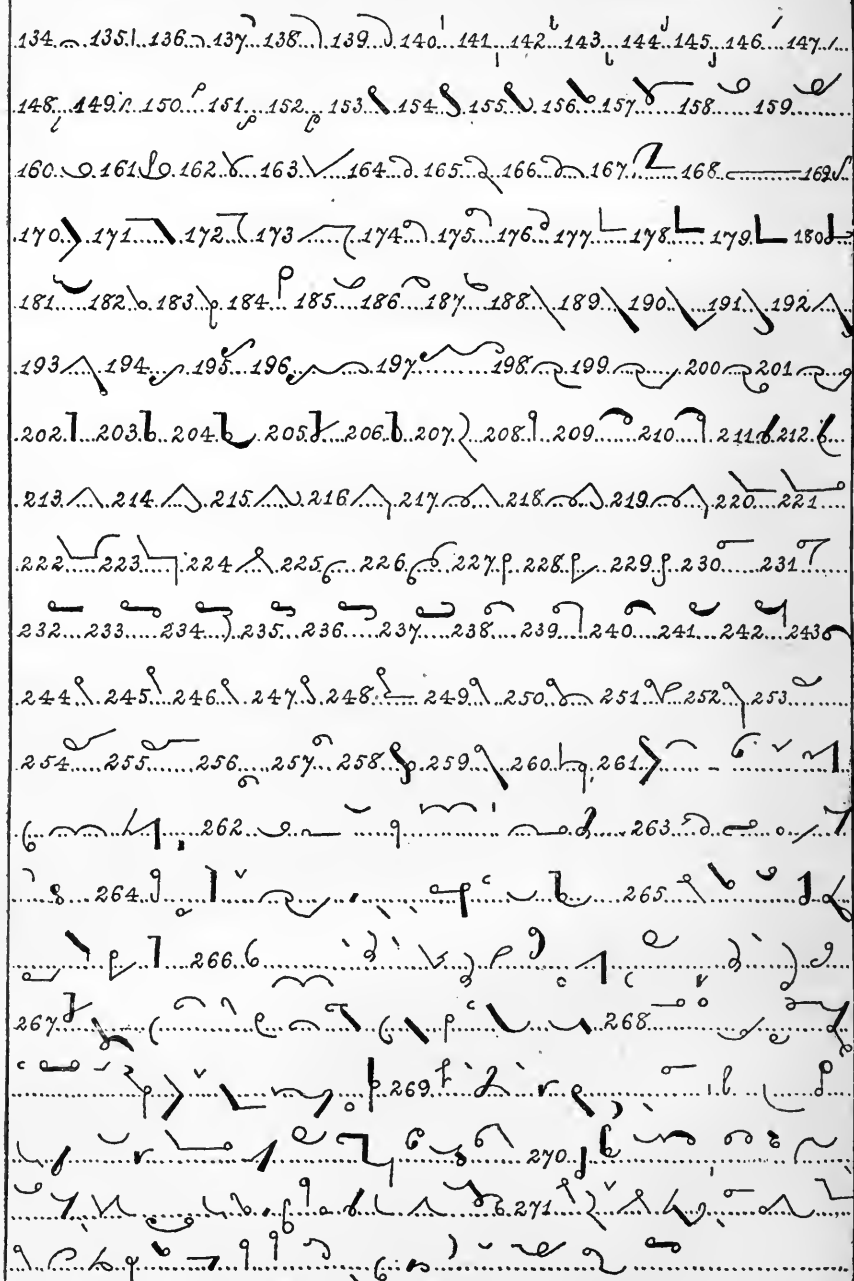
99. These differences and many others which the student should carefully note, are plainly shown in this Exercise.

It will be noticed that in sign 119 the preposition *to* is omitted in the word *tomorrow*, the outline for *morrow* being written in the third position to indicate the *to* in *tomorrow*, just as it is indicated in the phrase *to be* and *to do*, in list of Common Abbreviations in Lesson IX. This preposition *to* is often understood at the end of a phrase, without being written, as in signs 121 to 125. When a hyphen separates *to* from other words in the key, it implies that the outline represents the addition of the *to*, on some occasions, and not on others, according to circumstances. Signs 121 and 123 are allowable instances of abbreviation in the case of frequently occurring phrases, the former, *in order or in order to* being simply an N with an R hook, halved to add D, spelling *Nerd*, which is sufficient for that phrase, while sign 123 is an N, with Rel and Shun hooks, forming *Inrelshun*, which nearly spells *in relation-to*. Both these outlines are placed in position for *in*.

Sometimes the word *to* is indicated by halving an outline, as in sign 130, wherein the word *able*, of sign 129, is halved to indicate *able to*, as in sign 130.

#### KEY XI.

1, exert; 2, exercise; 3, exercisist; 4, exact; 5, exactly; 6, expect; 7, except; 8, accept; 9, experience; 10, experienced; 11, extend; 12, excel; 13, excellent; 14, examine; 15, examined; 16, examination; 17, queer; 18, query; 19, quaint; 20, quart; 21, quartz; 22, quarto; 23, quake; 24, quick; 25, quicken; 26, quadrant; 27, qualify; 28, quality; 29, quantity; 30, quinine; 31, quiet; 32, quote; 33, quota; 34, twill; 35, twig; 36, twelve; 37, require; 38, request; 39, cute; 40, curiosity; 41, I am; 42, I am glad; 43, I am inclined; 44, if you; 45, if it is; 46, if it is not; 47, of course; 48, in all cases; 49, I may; 50, take you; 51, it may as well; 52, for you; 53, for it is; 54, for it is known; 55, till you can; 56, the same cases; 57, put you; 58, took you; 59, to whom; 60, has had it; 61, used some; 62, was not; 63, whom you will; 64, some cases; 65, in each; 66, in which; 67, in much; 68, give these; 69, give this; 70, give thus (those); 71, and if; 72, and for; 73, and few; 74, postpone; 75, postage; 76, postal; 77, postal card; 78, you must; 79, you must be; 80, you must have; 81, bank; 82, surprise; 83, surprised; 84, eye; 85, aye; 86, eh; 87, ah; 88, now; 89, once; 90, hang; 91, impugned; 92, mainly; 93, meanwhile; 94, onto; 95, into; 96, unto; 97, distiller; 98, distillers; 99, distilleries; 100, adopt; 101, adapt; 102, adoption; 103, adaption; 104, nevertheless; 105, notwithstanding; 106, hereafter; 107, herein; 108, hereinafter; 109, hereinbefore; 110, hereinto; 111, hereunto; 112, hereon; 113, hereof; 114, heretofore; 115, hope to have; 116, I beg to say; 117, morrow; 118, the morrow; 119, to-morrow; 120, in order that; 121, in order-to; 122, in reply-to; 123, in relation-to; 124, in reference-to; 125, with reference-to; 126, reference; 127, reform; 128, perform; 129, able; 130, able to; 131, to be able to; 132, read it; 133, shave it;



134, make it; 135, take it; 136, have it; 137, of it; 138, of their; 139, of their own; 140, it ought; 141, it would-had; 142, it ought to have; 143, it would have; 144, it ought not; 145, it would-had not; 146, which ought; 147, which it; 148, which would have; 149, which will it; 150, such ought; 151, such would not; 152, such will have had; 153, subject; 154, subjection; 155, subjective; 156, business; 157, businesslike; 158, necessary; 159, necessarily; 160, United States; 161, Constitution of the United States; 162, Pennsylvania; 163, Pennsylvania railroad; 164, university; 165, University of Pennsylvania; 166, Universalism; 167, Lord Jesus Christ; 168, character; 169, children; 170, bachelor; 171, capable; 172, Catholic; 173, Roman Catholic; 174, Savior; 175, several; 176, visible; 177, technical; 178, dignity; 179, dogmatic; 180, discover; 181, England-ish; 182, possible; 183, positive-ly; 184, system; 185, next; 186, mixed; 187, fixed; 188, popular; 189, public-ish; 190, publisher; 191, publication; 192, Republican; 193, republish; 194, workman; 195, workmen; 196, workingman; 197, workingmen; 198, manufacture; 199, manufacturer; 200, manufactures; 201, manufacturers; 202, advertisement; 203, advertisements; 204, advertising; 205, advertiser; 206, advertised; 207, especial-ly; 208, external-ly; 209, impossible; 210, impossibility; 211, justification; 212, justification by faith; 213, represent; 214, representation; 215, representative; 216, represented; 217, misrepresent; 218, misrepresentation; 219, misrepresented; 220, peculiar; 221, peculiar case; 222, peculiarly; 223, peculiarity; 224, respect-ful-ly; 225, salvation; 226, salvation of the soul; 227, satisfy-fied; 228, satisfactory; 229, satisfaction; 230, scripture; 231, scriptural; 232, signify-fied; 233, significance; 234, significancy; 235, significant; 236, signification; 237, significative; 238, similar-ly; 239, similarity; 240, simple-y-fi-ed; 241, single-singular-ly; 242, singularity; 243, somebody; 244, special; 245, speak; 246, spoke; 247, spoken; 248, spinal column; 249, spiritual; 250, spiritualism; 251, spiritualist; 252, spirituality; 253, stenography; 254, stenographer; 255, stenographic; 256, sometime; 257, somewhat; 258, substantial identity; 259, Supreme Being; 260, temperance society; 261, Oblige me, and while I write, you read those memoranda which you read before; 262, No sir, you can never construct a minimum or maximum jurisdiction; 263, The universe grows, as our knowledge of it expands; 264, Strange was the idea of the manufacturer who hoped to succeed with no advertising; 265, A special business needs the audience which is best secured by a satisfactory advertisement; 266, This memorandum of secession of part of the association last season was read, without ceasing, before the cessation of yesterday's session; 267, A desire to be somebody, though mere pride, is far more creditable than to be satisfied with being nobody; 268, Because his answer was not inscribed in juxtaposition with signatures on the opposite page of the book, the manager was dissatisfied; 269, The city of Jerusalem of old has been used to describe a state of future existence for the just—in old pictures an archangel is seen guarding it while its inhabitants sleep; 270, Providence deals not in the impossible, but seems always willing to influence knowledge to perform wonders for the person who utilizes extremity as a justification for reform in business methods; 271, I speak especially of the respect which should be shown to Scripture as representing a peculiar spiritual revelation which must instruct by its acknowledged external strength even to those who may not see in it a necessarily saving significance.

## LESSON XII.

## HALF-LENGTH ABBREVIATIONS.

Between	Met	Gentlemen
Body	Immediate-ly	Gentleman
Beauty, about	Not	Agent
Quit-e	Nature-d	Word
God	Tonight	World
After	On the one hand	Certain
Thought	Hundred, hand	Creature, accord <sup>ing</sup> -ly
Without	Under	Accurate-ly
Throughout	Particular-ly	Cannot
On either hand	Opportunity	Account, on acct
On the other hand	Plaintiff	Consequent
Establish-ed-ment	Behind	Foundation
Astonish-ed-ment	Subsequent	Movement

With the above list, all the abbreviating word-forms have been given necessary, with the derivative abbreviations which may be made from them, for a speed of over 300 words a minute, if well memorized and used in connection with the other instruction given in these lessons, the present list being the shortest, and, in reality, also the easiest memorized, because most of the Half-length Word-abbreviations contain nearly the entire consonant elements of the words they represent. These abbreviations are subject to the same plan of derivative word-building as the other list. Thus, the circle-S may be added to any sign, making *thoughts* of *thought*; *ing* may be added to form *establishing* from *establish*; and combinations such as joining the signs for *behind* and *hand* may be made, as in sign 269, forming the phrase *behindhand*, etc., etc:

Other short-hand authors have taken the trouble to compile cumbersome phonographic dictionaries, containing brief forms for many thousands of English words, thus conveying to learners the false impression that it was necessary for them to learn innumerable word-signs 'before

they could become adept at the art of the shorthand writer. The author of this work, therefore, desires to assure all who may labor under such an impression, that it is an erroneous one, the most skilled phonographers of the day not using more than are contained in these lessons. And, in fact, such phonographic dictionaries do not contain more, their ten or twenty thousand outlines being nothing more than variations of the ones these lessons contain, but arranged so that they seem more, and, so arranged, require years to learn, even by the few that can memorize them at all. In these lessons we give all the root abbreviations from which are formed all the other words those useless shorthand dictionaries contain, and our explanation enables the student to make them better than a dictionary can show him, while in addition he will have the principle at his fingers' ends.

Another equally useless work is the phrase book issued by other authors, and made only to sell. It requires years to memorize phrases thoroughly in that shape. We give, in Lessons VIII and IX, the simple rules which govern them all, and in those and Lessons X to XII sufficient examples to enable students, for themselves, to properly make any others.

The Half-length Abbreviations would not conflict with the word-signs, even if both were made about the same size, but it is best to distinguish them by writing the word-signs much smaller than the half-length abbreviations, as directed in previous lesson.

### THE NUMERALS.

o. The cipher	10.....				
1	11.....		o. 100.....	{ 1000.....	{ 1,000,000
2	12.....	↓ 20.....	v. 200.....	} 2000.....	√ 2,000,000
3	13.....	↘ 30.....	2 300.....	{ 3000.....	{ 3,000,000
4	14.....	↘ 40.....	o 400.....	{ 4000.....	{ 4,000,000
5	15.....	↘ 50.....	o 500.....	{ 5000.....	{ 5,000,000
6	16.....	— 60.....	o 600.....	{ 6000.....	{ 6,000,000
7	17.....	↘ 70.....	o 700.....	{ 7000.....	{ 7,000,000
8	18.....	↘ 80.....	b 800.....	{ 8000.....	{ 8,000,000
9	19.....	↘ 90.....	o 900.....	{ 9000.....	{ 9,000,000

The adoption of shorthand signs for the Arabic numerals has been attempted by writers on shorthand before the compilation of these les-

sons, but such attempts have been of the crudest character imaginable, one author employing as many as three different signs to represent each Arabic numeral, all of which certainly tends to confuse rather than enlighten the pupil, or save time for him. Again, they have been objectionable from another reason, that of being entirely arbitrary in their character, not a single symbol being used which would phonetically afford any clew whatever to its meaning.

In the list presented on foregoing page, however, the author believes, will be found that unity of character which is so important in a matter of this kind.

By looking carefully over the numeral list, the student cannot fail to recognize the simplicity of its arrangement and its entire legibility. The figure 1 is represented by its word-abbreviation, and 2 by the word-sign for its common name. The other figures are each represented by a conspicuous consonant element of their several names, the figure 3 being a letter R, 4 a letter F, 5 a letter V, 6 a letter K, 7 a letter S, 8 is spelled in full, and 9 is a letter N; 10 is spelled in full, 11 and 12 partly so, while the "teens" are represented as in 13, 14, etc., by halving the original sign to add the sound of T, and concluding with an N hook; 20 is practically spelled in full, 30 is indicated by simply halving the primary letter representing the numeral 3, and similarly with 40, 50, etc. A small circle-S is used for the cypher, because it most resembles the unit, and from this principle the word *hundred* is properly represented by a large Ses circle; *thousand* is well represented by the phonographic consonant Ith, and the letter L does for *million*.

The adding of the "teens" in which the hook is read after the halving principle, can of course, only be applied to our figures. In regular spelling the phonographer must read the hook before the halving principle.

At first students will be disposed to fear that these phonographic numerals will conflict seriously with their word-abbreviations. But, if they persevere in the use of them, they will find this to be anything but the case, especially if they have much figure work in which to make use of these signs.

In writing some ordinal numbers, such as *second*, *twenty-first*, etc., a full phonographic outline is preferable, as in signs 6, 4, etc., in Exercise, but where the name of the number ends with *th*, that part of an ordinal must be omitted, or it will conflict with the sign for *thousand*. Compare signs 42 and 43 in Exercise. *Sixteenth*, written without the *th*, as in sign 42, would never be mistaken for *sixteen* when met with in a

sentence. Signs 25, 34, 41, etc., representing *fourth*, *fifth*, *sixth*, etc., will be seen to be the same signs as *four*, *five*, *six*, etc., in the table of numerals.

In joining these phonographic numerals where the word *thousand* or *million* are intended, though omitted, it is best to join the signs in groups, separating such groups at the point wherein the words *thousand* or *million* would have occurred had they been spoken, as in sign 74 of Exercise. In the same manner, the words *dollars*, *pounds* (sterling) and *shillings* should be indicated when omitted, as in signs 75 and 76. But it is best not to omit those words in sentences where the context would not indicate them. In book-keeping no numeral junctures whatever are allowable, excepting in dates or prices, as the columns of amounts require the figures to be written separately in order to add them. For that reason, calculations by multiplication, subtraction or division must all be made by separated figures, as in examples 77 to 80 of Exercise.

Other than the above exceptions, the more figures joined the better.

Where the sign for *thousand* would be difficult of juncture to a hooked figure, such hook is run into a circle, as in signs 24 and 29, providing the circle of straight letters is placed on the N-hook side. Such transformation of the hook on curved letters, which makes them into a circle, as in sign 29, will not be mistaken for a cipher, because the cipher is only used separately—never joined. It is only the large circle for *hundred* that is ever joined. The *hundred* circle can be joined upon the most convenient side of either straight or curved characters, as in signs 69 to 73 in Exercise.

In instances where the large circle for *hundred* will not readily join, that word can be represented by a shaded halved N of the Half-length Abbreviations, shown in sign 32 in Exercise.

Signs 1 and 2, 3 and 4, 5 and 6, 7 and 8, 9 to 11, etc., etc., etc., in Exercise, are placed near each other for the purpose of showing the student their contrasting outlines.

Lest there should be any misunderstanding in regard to the use of the shorthand numerals, a considerable part of the Exercise of this lesson is devoted to their illustration.

Signs 9, 10 and 11 illustrate how to distinguish between 3, *third*, and 30. The first and last named are not apt to give trouble by clashing, provided the halving principle is carefully observed, but as some students are apt to wrongly halve the R of *three* to indicate *third*, this last word is shown as in sign 10. When possible, the word *the* should be indicated by the letter I, in junctures with numerals, when there can be no conflict.

tion with a halved R of *thirty*, in instances where the proper sign must be joined. If joined at all to numerals, *the* should therefore appear as in the phrase *the first*, sign 13 in Exercise, seldom as in phrase *the second*, sign 15, though, as a rule, it is best not to join *the* or any word to numerals.

In junctures with other numerals, the student should remember that 30, 40, etc., are not always halved, being distinguished from 3, 4, etc., by sort of junctures shown in signs 19, 20, 46, etc., just as with the ordinary Arabic numerals used in print. For instance, in writing the Arabic numerals, 34, 75, etc., one does not show the cipher of the 30 or 70 which compose them, the added figures 4 and 5 of 34 and 75 taking the place of the cipher which would otherwise be there, and hence, in shorthand, 3 and 4 make 34, and 7 and 5 make 75, just as they do in our common Arabic numbers. To write a halved 3 for 30, and then add a 5 to it in shorthand would be as misleading and wrong as to add the Arabic figures 30 and 4, as they would make 304 instead of 34. So the student should remember that the numerals 3, 4, etc., are only halved to indicate the cipher of 30, 40, etc., and therefore this should only be done when they are either written alone, as in signs 11, 30, etc., or appear at the end of an outline, as in sign 72 in Exercise. Therefore, remember that when the shorthand numerals are joined together, 3 and 4 make 34, 7 and 5 make 75, etc., etc., none of the letters being halved. This explains the letter R for 3, of signs 12 and 14 of Exercise, the R for 30 being made full length because it has another letter after it to show that the R means 30. For the same reason, when we write 33, we should write two full-sized letters R, joined together as in sign 16, which really forms a double-length R. Of course, when we want to write 30,000, etc., the R is plainly shown to be halved, for the reason that it is there necessary; but if it were 34,000, the R should be written full-sized.

The lower end of the letter S for 7, had better be slanted a little to the left, almost like an Ish, which will plainly distinguish the S of 7 from the V of 5, even in the most rapid writing. Care should be exercised in these numerals, as well as in any principle of phonography, but not more so, and if the halving principle is observed strictly and the other hints herein given, the shorthand numerals will be found to be as legible as the ordinary figures, and far more rapid, being, in fact, the only plan by which a number of figures can be taken verbatim when read at a convention, or occurring in court cases.

The numeral 9 and its derivatives, 90 and 19, particularly the two latter, should have the right end written a little higher than the left end, as in sign 61. This will prevent junctures with other characters causing



it to conflict with the figure 4 and its derivatives. In all junctures where you intend a full-sized figure, be sure to make it full-size, and your halved characters less than halved, if possible, a rule which is equally applicable to any shorthand outline.

The figure *eight*, in the list of shorthand numerals, is spelled in full. This should always be done when it is written alone, as in signs 53 to 55, and if it is the first numeral in a juncture with other characters, as in sign 70; but, when it is the second character, or in any instance where it is preceded by another figure, the vowel A is omitted from it and only the letter T used for 8. This adding of the letter A to 8 and its derivatives, 80 and 18, when written alone, furnishes a complete plan of distinction between the shorthand 80 and the letter A of our Alphabet. Note the difference between the outlines in signs 89 and 90.

Fractions are sometimes spelled in full, as in signs 81 and 83, but may be written, and should be ordinarily, as in signs 82 and 84 to 87; that is, just as one would unite the common Arabic fractions, omitting the lines which separate denominator and numerator in ordinary English-Arabic fractions, as such line is unnecessary.

Just as *one* when a word-numeral, occurring alone in a sentence, is spelled in full, as in sign 85 of Lesson VIII, so should any numeral be when alone in a sentence, *nine* being spelled with a letter N and hook-N above the line, etc., in such instances.

### PROPER NAMES AND INITIALS.

The writing in shorthand of proper names and initials being a necessary element to speed in shorthand, since no person can write a proper name in long-hand quickly enough to do verbatim reporting, particular directions are necessary respecting this important subject before concluding the instructions in these lessons. We, therefore, devote several lines of our Exercise to this, beginning with sign 91. The list of initials pretty thoroughly treats of that branch, and the writing of proper names was somewhat explained in an earlier lesson, but there is one point in particular that was not dealt upon—viz: the writing of vowels disjoined in those few instances where it may be advisable, such as in the name of *Pike*, sign 91; *Peck*, sign 92; *Boyd*, sign 94, and in other instances shown herein. The rules which have been given for making vowel junctures are sufficient for most purposes, excepting where the phonetic outline has been written without the visible vowel, in instances where the writer thought it unnecessary at the time, but wherein the writing of subsequent word-outlines caused the reporter to fear they

might clash with others before written, and he, therefore, has thought it advisable to turn back and insert the vowel. Where this is desired, the vowel can be inserted, as in the instances above illustrated, so long as it is placed between the consonants to which it is to be read, or at least directly after the consonant which immediately precedes it, as in signs 91, 92 and 94, so that it will be read immediately following the proper consonant. In those instances it is comparatively easy to do this, as it also is in the word *Price* in sign 97, but where the proper name written has been partially formed by a hook, and the vowel is to be read between the main consonant and the hook, then the vowel should be struck through the main consonant, which will indicate that it must be read immediately after the main consonant, and before the hook, just as the vowel E, struck through the letter P in outline for the word *Pierce*, in sign 96, is read after the P and before the hook R.

This will show the distinction between the word *Price* in sign 96, and the word *Pierce* in sign 97, aside from the difference in the vowel sound.

The vowel Ow may be written upward, when it is desired to write Hay downwards, but when Ow is written downwards, it is necessary to write Hay upward. This is illustrated in signs 106 and 107. Many other peculiarities are also illustrated in this Exercise respecting the writing of proper names.

A distinction should be made in some titles. For instance, *Miss* is of course written with the letter M and circle S above the line, as in sign 98, and *Mrs.* should be written as in sign 100, that is, with a Sez circle attached to the letter M, as this is the exact sound of that word, but for the word *Misses*, the plural of *Miss*, as it occurs very seldom, there should be a distinct form, and it is therefore written with two small circles-S attached to the letter M, as in sign 99. This will clearly distinguish *Mrs.* from *Misses*, which are both pronounced the same, and to which the context generally furnishes no key.

The word *Katie* is written several ways in this Exercise, sign 99 showing it with a vowel *ah* substituted for *a* to make a juncture.

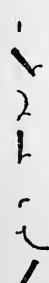


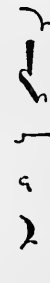
Some easily read words, names and titles are not vocalized either with visible vowel or position. See sign 93, etc., of Exercise.

All the substitutions of visible vowels for each other, as shown in this Exercise, are in accordance with the explanations regarding same, given in Lesson IV, to which the student is referred.

The principle of spelling the sounds of a letter by the union of visible characters, as described in Lesson III in regard to X and Q, extends also to the representation of all consonants when it is desired

to represent the initials of people's names, but not to the vowels. The Roman vowels A, E, I, O or U, when such vowels are used as the initials of personal names, are represented by our phonographic visible vowels, as in signs 98 and 104 in Exercise. But the names of the Roman consonants, when pronounced, always possess a broader sound, and therefore, when representing initials, should be actually spelled with visible signs, as: b-e, B; c-e, C; etc., etc., as in Exercise.

This spelling of the sound of letters when they are initials representing personal names, gives them a distinctive appearance and enables a reporter always to recognize an initial at a glance. Otherwise, a plain initial might be mistaken in hurriedly written phonography for a word. The following is the complete list:

INITIALS.			
			

### SYLLABLE ABBREVIATION.

An efficient means of avoiding some very cumbrous written forms is that of abbreviating the phonographic outlines of a number of the prefixes and affixes of our language. And, as this method of syllable-abbreviation can be affected without the least sacrifice to legibility, it becomes a very important factor in rapid writing.

All works on phonography present this principle, but as most of the abbreviations recommended by their authors cannot be joined to the rest of the words of which they are a part, they therefore fail to give any extra speed in writing. The time saved by their abbreviation of form is lost by the time consumed in lifting the pen or pencil from the paper, in disjoining, it being a much slower method to write two disjoined characters than even a half dozen joined ones. The method taught herein, by being both abbreviated in form and easy of juncture, gives extra speed from two sources, besides relieving writers of the pos

sibility, common to those old methods, of mistaking the disjoined portions of a word for separate words.

There are, of course, many more prefixes and affixes in use in our language than presented in the lists herein explained, but those not found here are either of very infrequent occurrence, or are ones not in need of abbreviation, such as the affixes *ly*, *ness*, etc., whose ordinary phonographic outlines are sufficiently brief in themselves.

### PREFIXES.

*Con*, *Com* or *Cog*. These short prefixes (as one is not at all likely ever to clash with either of the others) are represented by the same sign—the consonant outline K, which is joined as in signs 111 to 118 in Exercise. This use of the phonographic K to express the sounds of *con* or *com*, etc., when prefixes, is in accord with the construction of the word-abbreviation for the words *can* or *come*, which words the student will remember are also represented by the letter K. When the syllables *con*, *com* or *cog* are not prefixes, but occur between other syllables of a word, they may still be represented as though prefixes, as in signs 123 to 125. In words in which *con* and *com* occur together, it is best to write *con* in full as in sign 122 in Exercise. *Accom* is formed by adding a short-a to the letter K, of the prefix *com*, as in signs 119 to 121.

*Contra*, *Contri*, *Contro* or *Counter* are represented by a halved K in most cases. Signs 141 to 144. Exceptional instances are junctures with the letters K or Gay wherein the N hook is added to the prefix as in sign 145. In this instance the part of the prefix *count* is spelled, the prefix taking position of Ow.

*Circum* or *Self* are represented by the circle S, as in signs 148 and 153. When the circle S also begins the next syllable, as it does in *stance*, in the word *circumstance*, enlarge the S circle of *stance* to indicate the addition of *circum*, as in sign 149; write it within an initial hook, as in sign 147.

*For* and *Fore* are represented the same as the word *for* is expressed in list of Common Abbreviations in Lesson IX—i.e., by the phonographic letter F. Signs 155 and 156, this Exercise.

*In* and *Un*, when joined preceding the circle S, may be very conveniently expressed by a backward beginning hook, as in signs 157 to 166. *In*, as a word, may also be similarly indicated. Phrase 161 in Exercise.

*Intel*, *Inter*, *Enter*, *Intro* or *Under* are represented by a halved N joined as in signs 167 to 173.

*Magne*, *Magna* and *Magni* may be expressed in a few words, such

as *magnify*, *magnitude*, etc., by the phonographic consonant M, as in sign 174 to 177.

### AFFIXES.

*Bl'*, *Bly* or *Bility* are represented by the phonographic stroke B, as in signs 180 to 183. *Bleness*, by joining a letter N and circle S to the letter B, as in sign 182.

*For* or *Fore* as affixes, and *Ful*, are indicated by the same sign as when prefixes. See signs 186, 187 and 194 in Exercise.

*Ful* or *Full* may be indicated by an F hook to some words, as in sign 188. N and a circle S can be added to this hook to represent *fulness*, as in sign 189.

*Ing*, as an affix, is represented by the phonographic letter N, as in sign 196. *Ings* and *Ingly* are therefore properly written as in signs 200 and 201. To some halved characters, where the letter N nor Ng does not join well, it is preferable to attach a small horizontal curved line similar to the juncture of short-u and U, as in sign 203 in Exercise. The circle S can be attached to this hook when necessary, as in sign 204.

*Mental* or *Mentality* are each expressed by a halved M, terminating with an N hook, as in signs 209 and 210. *Ment* is, of course, written the same. See sign 208.

*Self* and *Someness*, as affixes, are represented by the same sign used for the prefix *self*—the circle S. Signs 211 to 215.

*Selves* and *Lessness* are represented by the Ses circle, as in signs 216 to 222 in Exercise.

*Ship*, as an affix, is represented by the phonographic letter Ish, as in sign 223, etc.

*Soever* is expressed by a joined circle S and an R. Signs 225 to 227 in Exercise.

*Ted*, as a concluding phonographic syllable, in instances wherein a halved letter T cannot well be joined, can be represented by the double tick shown in sign 230 in Exercise, such double tick somewhat resembling a juncture of two letters Hay, the first written upwards, and the second downward. *Ded* is indicated by shading the downward stroke of this tick, as in sign 231. When *ted* or *ded* can be spelled out, it is done as in sign 232.

### THE USE OF THE PREFIXES AND AFFIXES.

In making use of the phonographic prefixes and affixes students are probably more apt to lose sight of the two grand principles of phono-

graphic writing—sound-spelling and outline-brevity—than in any other range of practice. Hence the necessity for extra caution. Remember, the prefix for *com*, *con* or *cog* represents the sounds of those prefixes, not simply the letters; and therefore the sign for those prefixes may also represent the sounds for *conn* or *comm*, as in the word *commend*, which is therefore correctly written, as in sign 112 in Exercise, that word being phonographically spelled kom-end, according to the rule of brevity in word-outline.

Frequently the prefixes *com* or *con*, or the affix *ing*, may be altogether omitted from some words, the context being generally a sure indication of their omission. See signs 126 to 140 and others in Exercise.

Where one sign is used to express different prefixes or affixes (as K for *com*, *con* or *cog*, and B for *ble*, *bly* or *bility*) the groups are those in which there is no danger of mistaking which word the sign is intended for at the time.

The instances are very rare wherein words containing abbreviated prefixes or affixes can be phrased with other words; and, when done, the word containing the affix or prefix must occupy its proper place-position, no matter in what position the other words of the phrase are thus compelled to be placed. Furthermore, whether written alone or in phrases, all words containing abbreviated prefixes or affixes take position in accordance with the principal vowel-sound contained in the main portion of the word, not the vowel-sound of the prefix or affix. Prefixes or affixes are only secondary to the rest of the words to which they may be attached, and are therefore subject to no particular position, occupying simply whatever position the rest of the word may give them by their own position. For instance, *contradict*, sign 141 in Exercise, is written in the first position to indicate the vowel sound of the syllable *dict*, thus compelling *contra* to be written above the line, even though the vowel sounds of *contra* are second-place ones. In brief, the prefixes and affixes are to be treated precisely as though they contained no vowel element whatever. Compare signs 111 and 112.

The prefixes in our language which are not given in abbreviated form in these lessons are spelled in full, and mostly they are such simple ones as that of *re* in *regret*, *regard*, etc., and these prefixes, like the others illustrated, must not be purposely given their vowel position, for the balance of the word is entitled to the position. For instance, in *regard*, the main portion of the word, the syllable *gard*, must have the position, as in sign 178, while *gret* takes position as in sign 179. This distinguishes clearly between those words, and the rule must be observed

in all dealings with prefixes, which never take their vowel-position except by accident, the rest of the word being entitled to the position. Were it not for this rule, one could never distinguish *regret* from *regard*, a very important matter.

In some words it may be somewhat difficult for the student to decide which prefix belongs to a word—for instance, whether the prefix *con* or *contri* should be written to the word *contribute*. In that word the difficulty is caused by the last vowel of *contri* not being very conspicuous, and also by the fact that *tribute* being a word of itself the student is therefore apt to think the prefix in this case should be *con*. This would be an erroneous impression, however, *contri* being the proper prefix. The rule is to use the briefest form consistent with legibility.

### PHRASE COMBINATIONS.

Beginning with signs 205, 206, 207 and 240 in this Exercise, and ending with sign 307, are given a number of phrase combinations, sometimes made up of word-abbreviations, joined often with unimportant words omitted, and sometimes abbreviated in an apparently arbitrary manner, the object being to gain an outline the most serviceable for speed with legibility, they representing, as a rule, phrases which are uttered very rapidly, and whose outlines in any other shape could not be written rapidly. They cover the entire field of political orations, sermons, legal arguments, and work where the utmost rapidity is absolutely essential, and, as they represent also the most readable forms, their position and outlines are strictly observed by all professional writers of importance, and should be learned as thoroughly and religiously as any principle in these lessons, or the word-abbreviations. Be sure, however, to make that portion of them halved which is shown as halved, keeping full-sized portions full-size where herein shown, observing carefully their position, as well as the size of their hooks, circles and loops. They are the best outlines for these combinations of words, look like nothing else than what they are, if correctly written, and thus furnish exact distinctions between each other, and between outlines which are not illustrated in any lessons, but which may happen unawares in actual work. They are of vast importance, both to speed and legibility.

Lest students should imagine that it is necessary for professional phonographers to allow a speaker to be a few words in advance of them, in order to write in their proper position the kind of phrases referred to in the preceding paragraphs on phrasing, the author would state that such a condition is not necessary. With a rapid speaker, such is natur-

ally the case, and then, it is by means of these beautiful phrase methods and abbreviations that a lagging shorthand writer is enabled to catch up with a speaker momentarily excited.

To further illustrate the explanation in last lesson respecting how, for purposes of phrasing, joined words are often written out of position, the student is referred to the phrase *I am glad*, sign 42 in Exercise to last lesson, wherein the word *glad*, although properly, according to its vowel, belonging on the line, is written, in such combination, above the line, because its position when joined is not important, and the word *am* must have the first position or it will clash with *may*, in most instances. This will explain why the word *course*, in the phrase *of course*, is written above the line in sign 47 in the Exercise to last lesson, it being necessary for the word *of* to have proper position. Signs 48, 56 and 64 of Exercise to last lesson, and which occur immediately under each other in that Exercise, illustrate this rule still more plainly. In each of those phrases the word *cases* occurs, and each time in a different position. In the first instance, *cases* is written above the line, because the word *in*, of that phrase *in all cases*, must have first position. In the third instance, sign 64 of the Exercise to last lesson, *cases* is in the third position because the word *some* of that phrase *in some cases*, must be written under the line or it will clash with *same*, sign 56, Exercise to last lesson.

Similar instances will be found in this lesson, as in sign 244, Exercise to this lesson, wherein, in the phrase *Son of God*, the word *God* which when alone is written in first position, is, in sign 244 of this lesson, written in the third position under the line, because the word *Son*, to be read, must have that position.

### OMITTED WORDS.

One of the most frequently occurring words in the English language is the word *to*, and, as it requires almost as much time to write as a much longer word, the author, early in his professional experience, adopted a method by which *to* may frequently be indicated without being written. This is done by writing a succeeding word *near* the *lower* portion of the word immediately preceding *to* in a phrase. See signs 235 to 237 in Exercise.

When the word *to* begins a sentence, above plan does not, of course, apply, the word *to*, as the initiatory word of any sentence, being written as in the List of Word-Signs.

The oft recurring word *of* may be similarly indicated by writing the succeeding word *near*, but towards the *upper* portion of the preceding outline, as with signs 238 and 239.



Neither *to* nor *of*, however, should ever be invisibly indicated this way, save where the words between which they occur can occupy their proper position, with regard to the line of writing.

In some instances, as in such phrases as are represented by signs 240 to 251 of this Exercise, the indication of *of* or *of the* need not be considered, the other words of the phrase being written joined as if there were no *of* or *of the* in the phrase.

In phrases represented by signs 253 to 271 and 277 to 282, etc., etc., other words can be omitted without indication or without destroying legibility, their outlines being distinctive of themselves and not clashing with any others. Such outlines are really phrase-abbreviations and should be accepted as such.

### PUNCTUATION.

Professional shorthand writers punctuate by leaving spaces. Others more precise, make use, in particular work, of signs which cannot clash with their phonographic symbols. The vowel indication of other methods of shorthand writing make a substitution of extraordinary punctuational signs a necessity when punctuation is desired, but the uniformity of the word-building of Haven's Practical Phonography permits the use of all ordinary punctuation marks except the dash, the marks of parenthesis and the hyphen. The dash is, therefore, represented by a short waved line, the parenthesis by brackets and the hyphen by two small parallel lines. See sentence of sign 314 in Exercise.

The foregoing remarks apply solely to work done at leisure (business memoranda, etc.), there being, of course, no time in actual reporting for any punctuation marks whatever. Punctuation at time of reporting is done entirely by spacing, a space of about an inch-and-a-half serving for a period, a space of somewhat less than an inch doing duty for all the other ordinary marks, the hyphen not being indicated at all. All new paragraphs are commenced one inch from the left hand margin of the paper written upon, questions commencing one-and-one-half inches from same margin, the other lines of writing all commencing very near left-hand margin.

### REPEATED WORDS.

When a speaker repeats the same phrase several times in a sentence, the phonographer may make use of an extra long waved line to denote the repeated words in their re-occurrence instead of re-writing the words. See sentence shown by sign 318 in Exercise.

## EXERCISE XII.

1. c. 2. d. 3. e. 4. f. 5. g. 6. h. 7. i. 8. j. 9. k. 10. l. 11. m. 12. n. 13. o. 14. p. 15. q. 16. r. 17. s. 18. t. 19. u. 20. v. 21. w. 22. x. 23. y. 24. z. 25. a. 26. b. 27. c. 28. d. 29. e. 30. f. 31. g. 32. h. 33. i. 34. j. 35. k. 36. l. 37. m. 38. n. 39. o. 40. p. 41. q. 42. r. 43. s. 44. t. 45. u. 46. v. 47. w. 48. x. 49. y. 50. z. 51. a. 52. b. 53. c. 54. d. 55. e. 56. f. 57. g. 58. h. 59. i. 60. j. 61. k. 62. l. 63. m. 64. n. 65. o. 66. p. 67. q. 68. r. 69. s. 70. t. 71. u. 72. v. 73. w. 74. x. 75. y. 76. z. 77. a. 78. b. 79. c. 80. d. 81. e. 82. f. 83. g. 84. h. 85. i. 86. j. 87. k. 88. l. 89. m. 90. n. 91. o. 92. p. 93. q. 94. r. 95. s. 96. t. 97. u. 98. v. 99. w. 100. x. 101. y. 102. z. 103. a. 104. b. 105. c. 106. d. 107. e. 108. f. 109. g. 110. h. 111. i. 112. j. 113. k. 114. l. 115. m. 116. n. 117. o. 118. p. 119. q. 120. r. 121. s. 122. t. 123. u. 124. v. 125. w. 126. x. 127. y. 128. z. 129. a. 130. b. 131. c. 132. d. 133. e. 134. f. 135. g. 136. h. 137. i. 138. j. 139. k. 140. l. 141. m. 142. n. 143. o. 144. p. 145. q. 146. r. 147. s. 148. t. 149. u. 150. v. 151. w. 152. x. 153. y. 154. z.

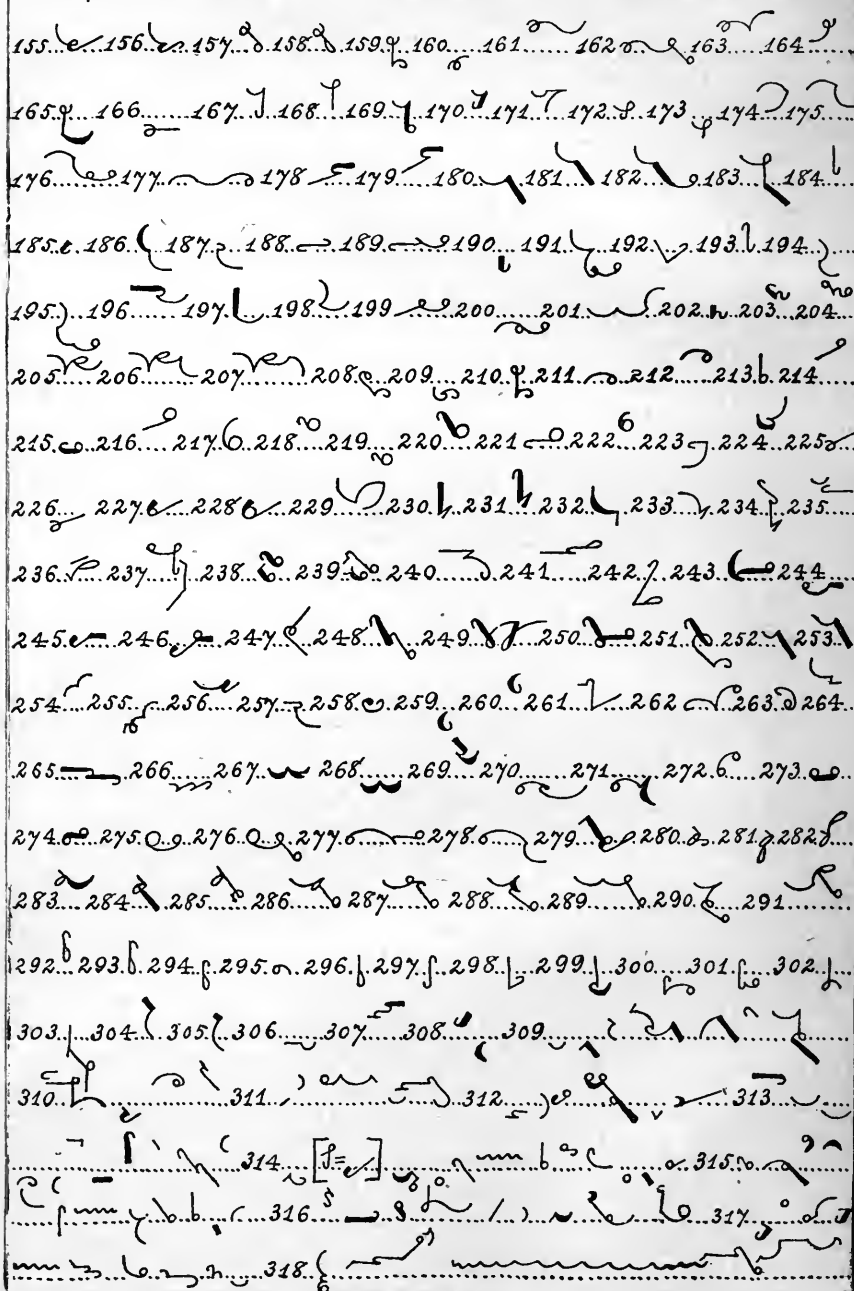
78. c. 79. d. 80. e. 81. f. 82. g. 83. h. 84. i. 85. j. 86. k. 87. l. 88. m. 89. n. 90. o. 91. p. 92. q. 93. r. 94. s. 95. t. 96. u. 97. v. 98. w. 99. x. 100. y. 101. z. 102. a. 103. b. 104. c. 105. d. 106. e. 107. f. 108. g. 109. h. 110. i. 111. j. 112. k. 113. l. 114. m. 115. n. 116. o. 117. p. 118. q. 119. r. 120. s. 121. t. 122. u. 123. v. 124. w. 125. x. 126. y. 127. z. 128. a. 129. b. 130. c. 131. d. 132. e. 133. f. 134. g. 135. h. 136. i. 137. j. 138. k. 139. l. 140. m. 141. n. 142. o. 143. p. 144. q. 145. r. 146. s. 147. t. 148. u. 149. v. 150. w. 151. x. 152. y. 153. z.

## KEY XII.

1, one; 2, first; 3, twenty-one; 4, twenty-first; 5, two; 6, second; 7, twenty-two; 8, twenty-second; 9, three; 10, third; 11, thirtieth; 12, thirty-first; 13, the first; 14, thirty-second; 15, the second; 16, thirty-three; 17, thirty-third; 18, the third; 19, thirty-fourth; 20, thirty-fifth; 21, thirty thousand; 22, thirty hundred; 23, thirteenth; 24, thirteen thousand; 25, fourth; 26, four thousand; 27, four hundred; 28, fourteenth; 29, fourteen thousand; 30, fortieth; 31, forty thousand; 32, forty hundred; 33, forty hundred thousand; 34, fifth; 35, five hundred; 36, five thousand; 37, fifteenth; 38, fifteen hundred; 39, fiftieth; 40, fifty thousand; 41, sixth; 42, sixteenth; 43, sixteen thousand; 44, sixtieth; 45, seventh; 46, seventy-five; 47, fifty-five; 48, seventeenth; 49, seventeen hundred; 50, seventieth; 51, seventy thousand; 52, seven thousand; 53, eighth; 54, eightieth; 55, eighteenth; 56, ninth; 57, 908; 58, 980; 59, 918; 60, 919; 61, nineteenth; 62, 19,000; 63, nine hundred; 64, ninetieth; 65, tenth; 66, eleventh; 67, twelfth; 68, hundredth; 69, hundred thousand; 70, 805; 71, 508; 72, 430; 73, 403; 74, 34,569; 75, \$4.59; 76, £9. 3s. 6d.; 77, 684)5,917,320(8,651 1-19 5,472

			80,	79,685	4,453
				1,423	4,104
78,	246	79,	29,468		
	359		15,379	239,055	3,492
	178			1,593,70	3,420
	<hr/>		14,089	31,864,0	
	783			79,685	720
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					36) — = —
					684 19

81, half; 82, 1-2; 83, quarter; 84, 1-4; 85, 3-4; 86, 7-8; 87, 5-18; 88, Box 18; 89, Box 80; 90, Drawer A; 91, H. V. Pike; 92, Charles G. R. Peck; 93, Sir Robert Beale; 94, J. George Boyd, Esq.; 95, Mr. Henry X. Train; 96, Alexander S. Pierce; 97, Messrs. B. & F. Z. Price; 98, Miss Katie I. Coombs; 99, Misses Sarah and Katie Y. Marr; 100, Mrs. Louisa N. Tott; 101, Anthony T. W. Shirley; 102, Island of Cuba; 103, Commodore Coots; 104, Ada O. L. Dawn; 105, Teresa M. Q. Chawter; 106, Maria E. C. Howe; 107, Sophia P. Howe; 108, Isaac D. Hugg; 109, Frank K. Stowe; 110, Gertrude U. Hoover; 111, command; 112, commend; 113, compassion; 114, concurrent; 115, confession; 116, confuse; 117, confusion; 118, cognate; 119, accommodate; 120, accommodation; 121, accompany; 122, concomitant; 123, decompose; 124, misconstrue; 125, unaccompanied; 126, commence; 127, commenced; 128, commences; 129, complete; 130, completion; 131, consider; 132, consideration; 133, considerate; 134, constituent; 135, constitute; 136, constitution; 137, recognize; 138, recognition; 139, recommend; 140, recommendation; 141, contradict; 142, contribute; 143, contribution; 144, controvert; 145, counteract; 146, counterfeit; 147, circumflex; 148, circumjacent; 149, circumstance; 150, circumstances; 151, self-evident; 152, self-esteem; 153, selfish; 154, forfeit;



155, forswear; 156, forewarned; 157, in (the) experience; 158, inexperienced; 159, instrumental; 160, insult; 161, in seeming; 162, in as many as possible; 163, unseemly; 164, unselfish; 165, unstrung; 166, unscrew; 167, entertain; 168, interest; 169, introduce; 170, intelligent; 171, intellectual; 172, understand; 173, understood; 174, magnesia; 175, magnify; 176, magnificence; 177, magnanimous; 178, regard; 179, regret; 180, nobly; 181, feeble; 182, feebleness; 183, instability; 184, whatever; 185, whoever; 186, therefor-e; 187, wherefore; 188, careful; 189, carefulness; 190, doubtful; 191, faithfulness; 192, powerful; 193, truthfully; 194, useful; 195, usefulness; 196, beginning; 197, doing; 198, seeing; 199, racings; 200, musings; 201, knowingly; 202, owing; 203, building; 204, spreadings; 205, everlasting; 206, everlasting life; 207, everlasting love; 208, supplement; 209, fundamental; 210, instrumentality; 211, himself; 212, myself; 213, itself; 214, yourself; 215, gladness; 216, yourselves; 217, themselves; 218, of ourselves; 219, to ourselves; 220, by ourselves; 221, carelessness; 222, thoughtlessness; 223, courtship; 224, friendship; 225, wheresoever; 226, whensoever; 227, whosoever; 228, whosoever; 229, fellowship; 230, dated; 231, dreaded; 232, freighted; 233, voted; 234, plentitude; 235, not to call; 236, right to the last; 237, sensitive to the touch; 238, habits of birds; 239, efforts of the press; 240, Kingdom of Heaven; 241, Kingdom of Christ; 242, Church of Christ; 243, Throne of Grace; 244, Son of God; 245, Word of God; 246, Works of God; 247, choice of the people; 248, member of the press; 249, members of the Legislature; 250, members of Congress; 251, members of Parliament; 252, not to be; 253, not to have been; 254, little by little; 255, insult upon insult; 256, in the world; 257, on account of the fact; 258, on the one hand; 259, on the other hand; 260, on either hand; 261, on the contrary; 262, more or less; 263, every one of us; 264, off and on; 265, again and again; 266, around and around; 267, hand in hand; 268, underhand; 269, behind-hand; 270, some one or other; 271, somehow or other; 272, as well as; 273, as good as; 274, as great as; 275, as soon as; 276, as soon as possible; 277, as a matter of course; 278, as a matter of fact; 279, the best and worst; 280, the first and second; 281, the first and last; 282, the first and least; 283, the first thing; 284, the first subject; 285, the first position; 286, in the first place; 287, in the second place; 288, in the third place; 289, in the next place; 290, in the last place; 291, in the least place; 292, at least; 293, at last; 294, utilized; 295, has met; 296, at first; 297, at length; 298, at the rate of; 299, at any rate; 300, at all times; 301, at all events; 302, at the same time; 303, at the present time; 304, between them; 305, although; 306, could not; 307, A creature of God; 308, Gentlemen throughout; 309, To-night the beauty of that heavenly body will be particularly noticeable; 310, According to custom the world means the people; 311, The establishment is not in the nature of a corporation; 312, An accurate use of words is indispensable to the orator; 313, Begin no new movement without quite a good deal of proper thought; 314, The foundation (the stone-work) under the house was poor—its consequent fall was about certain; 315, Opportunities must be seized immediately, if at all—after they pass, it is too late; 316, The plaintiff gave subsequent testimony which astonished the hundred opposing witnesses; 317, The agent is certainly a gentleman—I cannot account for his action toward you to-night; 318, They were once the conquerors of the East—they were once the keepers of the Shekinah.

**REVIEW EXERCISES.**

Twenty pages, (commencing with page 118 and ending with page 137) are herein devoted to reviews of the principles contained in the preceding lessons, by means of words and phrases for the most part different from any found in the lessons themselves. No new principles are introduced, as the whole art is clearly and thoroughly set forth in the lessons, but as students sometimes learn an outline by sight alone, with no regard to the principles contained in same, the new words and phrases given in these Review Exercises will show the student his or her weak points, particularly if they are used as follows:

Before looking at the shorthand outlines on any review page, look only at the printed key on page opposite the review shorthand plate, and write the printed words and phrases in your own way. Then, when you have written a full page, compare your shorthand with the plate and your weak points will appear.

If you have a companion or teacher to read them to you, so much the better, but do not omit writing any word given you, no matter if you think you do not know how to write it. Write some outline, if it is only done by spelling the word or phrase phonetically by the aid of the shorthand alphabet. If you know the shorthand alphabet, you can make some kind of an outline with which to make a comparison.

The Review Exercises will not enable the student to neglect the reviewing of the lessons on preceding pages. Not at all. The lesson exercises must be gone over and over again, until every word in those lessons can be correctly written and without hesitation, from dictation, the correctness being provable only by comparison with the lesson key in each case. In fact, absolute perfection in the lessons is the surest way to get these Review Exercises correctly, for the Review Exercises are merely tests of the student's knowledge of the preceding lessons. Lesson and Review Exercises help each other, but neither can be used instead of both, and perfection in both is very necessary.

The Review Exercises, plates and keys, are lettered consecutively from A to K, (excluding I), and the words and phrases number from 1 to 200 on each plate. In addition, down the centre of each plate will be seen heavy black figures 1 to 25. Those black figures show the number of lines on each plate, but that is not their object. Primarily, they are for the assistance of teachers in reviewing students. For instance, sometimes students are apt to memorize review words and phrases in the order given in the Exercises, and a teacher might wish to ascertain this. In such a case, instead of reading line for line across

the printed page, the teacher could take only the first word of each line of the *printed* key from top to bottom of page; then the second word of each line of *printed* key, same way; next the third word of each printed line; lastly, the fourth word of each line—which would finish a *printed* key page, there being just four words in each line of *printed* page, fifty lines to the page, or twice as many lines on *printed* page as on shorthand page plate. When the first word on each line of printed key page is used, the teacher will find, as shown in the little illustration opposite, that he or she has read one word on each side of the black figures in centre of the shorthand review plates, and is thus provided with a perfect check upon a student's knowledge, the two sorts of numbering of the lines making possible the creation of a variety of ways of dictation.



A very important principle, which is illustrated in signs 103 and 104 on page 127 of our Review Exercises, is made by employing the principle of substituting short-i where long I will not join, even when the I is the pronoun and not a letter of a word.

In Lesson IV of Part II of this book, there are shown illustrations of how this is done in such proper names as *Pine*, wherein the short-i is shaded to indicate the substitution of that letter for the sign for long I where that will not join and where it is absolutely necessary to have the long sound indicated. It is even more necessary in phrasing, to join the pronoun I to other words, because it is so natural for the speaker to run those words together in pronouncing such phrases. Therefore, in such sentences as *I saw, I asked*, etc., the student can join the short sign for i, shaded to indicate the pronoun I.

It is the desire of the author to have students possess a self-reliance which will enable them to put down outlines without stopping to criticise whether or not they are the best. There are words which are illustrated in the lessons, such as *read, write*, etc., which must always have a certain form or position, but aside from such instances, students should feel unhampered in the writing of words, so long as they write strictly by sound. Students may find, in some of the plates of this book, that the same word is written in two or more different ways. This is due to a difference in treatment made necessary by the occasion—that is, words are treated differently in some phrases than in others, or than they would be when not phrased. If a writer, when taking notes, fears that a certain word will not be legible abbreviated, and has time to vocalize it, this is best done; but when the utmost rapidity is necessary, words should be written as briefly as possible, consistent with legibility. Of course, the greatest speed is obtained by using the briefest outlines.

## REVIEW EXERCISE A.

1, ought; 2, galley; 3, women; 4, In the United States District Court;  
 5, United States; 6, attains; 7, plaintiff's machine; 8, noses;  
 9, twelve; 10, which ought to have; 11, yell; 12, would a;  
 13, dreaded; 14, appealed; 15, shadow; 16, to be there;  
 17, learn; 18, stepped; 19, for it is known; 20, block;  
 21, memorandum; 22, neighborhood; 23, pussy; 24, languish;  
 25, missions; 26, entirely; 27, check; 28, testamentary;  
 29, archangel; 30, jointed; 31, tooth; 32, in (the) experience;  
 33, long; 34, fantasm; 35, maxims of the age; 36, also;  
 37, union; 38, such will have it; 39, bloom; 40, explain;  
 41, somebody; 42, vicious; 43, cheer; 44, president's message;  
 45, twentieth; 46, attained; 47, Terry; 48, denominations;  
 49, juvenile; 50, averted; 51, money; 52, contraband;  
 53, over; 54, strict; 55, wound; 56, we might not have been;  
 57, able; 58, putative; 59, you must have; 60, legacy;  
 61, intelligent; 62, your favor of recent date received; 63, wasp; 64,  
 65, nail; 66, we were; 67, void; 68, delinquent; [double;  
 69, came; 70, sprinkle; 71, secret; 72, Trinitarianism;  
 73, been; 74, and then; 75, drive; 76, I think we would;  
 77, on either hand; 78, mortuary; 79, such are to have; 80, gloss;  
 81, G (the initial); 82, by ourselves; 83, cured; 84, fixture;  
 85, & (and); 86, prancing; 87, lashed; 88, it may require;  
 89, it; 90, impugned; 91, refer; 92, gubernatorial;  
 93, doctor; 94, much are; 95, for he was the; 96, minute;  
 97, self-evident; 98, New Jerusalem; 99, ended; 100, leisure;  
 101, our; 102, taught; 103, as is; 104, ventilate;  
 105, liberty; 106, anybody; 107, broke; 108, chronology;  
 109, safer; 110, swooned; 111, psalm; 112, paralytic;  
 113, short-oo; 114, emigrate; 115, charm; 116, inconsiderate;  
 117, give; 118, service; 119, doubt; 120, temptation;  
 121, has; 122, holiest; 123, conquered; 124, yore;  
 125, Oi; 126, sitter; 127, eyes; 128, paragraph;  
 129, justification; 130, madder; 131, soon; 132, defective;  
 133, assure; 134, noisiest; 135, great extent; 136, group;  
 137, until; 138, does a; 139, lady; 140, microcosm;  
 141, cannot; 142, we will; 143, essay; 144, as much as;  
 145, lore; 146, tosses; 147, flow; 148, brilliant;  
 149, Mr.; 150, anything; 151, magnanimously; 152, guilt;  
 153, much; 154, you will; 155, twain; 156, influential;  
 157, principal; 158, altitudes; 159, been able to; 160, legal;  
 161, specially; 162, ambition; 163, cases; 164, you must not;  
 165, through; 166, tell of it; 167, empty; 168, mannered;  
 169, truth; 170, save us; 171, words; 172, compulsion;  
 173, you; 174, whereby; 175, ought to have been; 176, mounds,  
 177, would; 178, tickle; 179, are; 180, structure;  
 181, well; 182, mocker; 183, snow; 184, direction;  
 185, Jesus; 186, whereat; 187, and will they; 188, inside;  
 189, stickler; 190, occurred; 191, favor; 192, watchfulness;  
 193, strength; 194, one or the other; 195, wan; 196, paraphrase;  
 197, A; 198, and have; 199, Sarah; 200, discriminate.



## REVIEW EXERCISE A.

1. 1' 2. — 3. — 4. —	1. 5. — 6. — 7. — 8. —
9. — 10. — 11. — 12. —	2. 13. — 14. — 15. — 16. —
17. — 18. — 19. — 20. —	3. 21. — 22. — 23. — 24. —
25. — 26. — 27. — 28. —	4. 29. — 30. — 31. — 32. —
33. — 34. — 35. — 36. —	5. 37. — 38. — 39. — 40. —
41. — 42. — 43. — 44. —	6. 45. — 46. — 47. — 48. —
49. — 50. — 51. — 52. —	7. 53. — 54. — 55. — 56. —
57. — 58. — 59. — 60. —	8. 61. — 62. — 63. — 64. —
65. — 66. — 67. — 68. —	9. 69. — 70. — 71. — 72. —
73. — 74. — 75. — 76. —	10. 77. — 78. — 79. — 80. —
81. — 82. — 83. — 84. —	11. 85. — 86. — 87. — 88. —
89. — 90. — 91. — 92. —	12. 93. — 94. — 95. — 96. —
97. — 98. — 99. — 100. —	13. 101. — 102. — 103. — 104. —
105. — 106. — 107. — 108. —	14. 109. — 110. — 111. — 112. —
113. — 114. — 115. — 116. —	15. 117. — 118. — 119. — 120. —
121. — 122. — 123. — 124. —	16. 125. — 126. — 127. — 128. —
129. — 130. — 131. — 132. —	17. 133. — 134. — 135. — 136. —
137. — 138. — 139. — 140. —	18. 141. — 142. — 143. — 144. —
145. — 146. — 147. — 148. —	19. 149. — 150. — 151. — 152. —
153. — 154. — 155. — 156. —	20. 157. — 158. — 159. — 160. —
161. — 162. — 163. — 164. —	21. 165. — 166. — 167. — 168. —
169. — 170. — 171. — 172. —	22. 173. — 174. — 175. — 176. —
177. — 178. — 179. — 180. —	23. 181. — 182. — 183. — 184. —
185. — 186. — 187. — 188. —	24. 189. — 190. — 191. — 192. —
193. — 194. — 195. — 196. —	25. 197. — 198. — 199. — 200. —

## REVIEW EXERCISE B.

- 1, was it; 2, hunger-ry; 3, at the present moment; 4, felt;  
 5, signature; 6, how; 7, get; 8, I am in receipt of your favor of the 13th  
 9, Rem; 10, internal revenue; 11, earn; 12, tirade; [instant;  
 13, of; 14, mitred; 15, such had not; 16, such ought not;  
 17, danger; 18, lustrous; 19, blood; 20, suppression;  
 21, without; 22, signed; 23, combine; 24, combination;  
 25, moral; 26, peopled; 27, truly yours; 28, listen;  
 29, usual; 30, trainer; 31, yielded; 32, corruption;  
 33, scripture; 34, yoke; 35, it will have; 36, it will have had;  
 37, this; 38, complied; 39, scrawl; 40, defective;  
 41, three thousand; 42, up the; 43, sinner; 44, profitable-y;  
 45, immediately; 46, bankrupt; 47, suffer; 48, considerable-y;  
 49, difficult; 50, defiance; 51, whilst; 52, such will have;  
 53, generation; 54, thinks his the; 55, all of; 56, trounces;  
 57, punishment; 58, welfare; 59, knelt; 60, peroration;  
 61, for-four-th; 62, continue; 63, masses; 64, Jewish Church;  
 65, wire; 66, golden; 67, weep; 68, fugitives;  
 69, strange; 70, versify; 71, versification; 72, versificative;  
 73, author; 74, I think not in; 75, hopes; 76, attended;  
 77, gentleman; 78, plenary; 79, winter; 80, preliminary;  
 81, yes sir; 82, treasure; 83, slender enough; 84, to our;  
 85, X (the initial); 86, can the; 87, I must; 88, rather than;  
 89, dollar; 90, tell it; 91, switch; 92, membership;  
 93, philanthropy; 94, smother; 95, you do; 96, description;  
 97, races; 98, cabinet; 99, hasten; 100, philanthropic;  
 101, him; 102, perfect; 103, perfected; 104, perfection;  
 105, quit; 106, lads; 107, something else; 108, something less;  
 109, stopper; 110, expert; 111, ninny; 112, you can be;  
 113, particularly; 114, accession; 115, accusation; 116, acquisitions;  
 117, wing; 118, contract; 119, lifter; 120, promulgation;  
 121, acknowledge; 122, cistern; 123, mounts; 124, disability;  
 125, influence; 126, for the; 127, fault; 128, which were;  
 129, Mack (proper name); 130, area; 131, tinner; 132, subscribe;  
 133, organ; 134, dangers; 135, creep; 136, redemption;  
 137, eternity; 138, consistency; 139, consisted; 140, consistent;  
 141, themselves; 142, explore; 143, ladies; 144, partnership;  
 145, man's; 146, strain; 147, airs; 148, such have;  
 149, have; 150, hoof; 151, recollect; 152, recollection;  
 153, about; 154, sources; 155, convenient; 156, taste;  
 157, accurately; 158, captives; 159, we may; 160, reflective;  
 161, short-i; 162, polled; 163, exaggerate; 164, exaggerative;  
 165, M (the initial); 166, definite; 167, attune; 168, physiology;  
 169, different; 170, coasts; 171, is in; 172, not to do;  
 173, established; 174, emphatic; 175, leaper; 176, embarrassing;  
 177, spreadings; 178, take a; 179, usury; 180, have them;  
 181, then; 182, consist; 183, writer; 184, Christianity;  
 185, important; 186, fairy; 187, suppressed; 188, neglect;  
 189, poster; 190, give the; 191, viewed; 192, there can no;  
 193, behind; 194, connive; 195, I fear you; 196, accuse;  
 197, use (the use); 198, here; 199, astronomy; 200, astronomical;

















































































































































































## REVIEW EXERCISE B.

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9 10 11 12	2 13 14 15 16
17 18 19 20	3 21 22 23 24
25 26 27 28	4 29 30 31 32
33 34 35 36	5 37 38 39 40
41 42 43 44	6 45 46 47 48
49 50 51 52	7 53 54 55 56
57 58 59 60	8 61 62 63 64
65 66 67 68	9 69 70 71 72
73 74 75 76	10 77 78 79 80
81 82 83 84	11 85 86 87 88
89 90 91 92	12 93 94 95 96
97 98 99 100	13 101 102 103 104
105 106 107 108	14 109 110 111 112
113 114 115 116	15 117 118 119 120
121 122 123 124	16 125 126 127 128
129 130 131 132	17 133 134 135 136
137 138 139 140	18 141 142 143 144
145 146 147 148	19 149 150 151 152
153 154 155 156	20 157 158 159 160
161 162 163 164	21 165 166 167 168
169 170 171 172	22 173 174 175 176
177 178 179 180	23 181 182 183 184
185 186 187 188	24 189 190 191 192
193 194 195 196	25 197 198 199 200

## REVIEW EXERCISE C.

1, racings; 2, open; 3, may it please your honor; 4, exstacy;  
 5, who; 6, candle; 7, clay; 8, in the popular acceptation of the term;  
 9, will; 10, learned; 11, woman; 12, unseasoned;  
 13, chanced; 14, cannot have been; 15, for a; 16, homeless;  
 17, on the one hand; 18, stands; 19, thee; 20, yours of the 9th instant  
 21, glory; 22, solution; 23, store; 24, commission; [at hand;  
 25, body; 26, parapet; 27, I shall not know; 28, Walter;  
 29, minimum; 30, distinct; 31, any one; 32, we may not be;  
 33, eleven; 34, is in their; 35, offer; 36, portrait;  
 37, addition; 38, compiled; 39, we met; 40, wonder who can;  
 41, government; 42, Gertrude; 43, you have been; 44, reader;  
 45, short-a; 46, I cannot do that; 47, tried; 48, Prussia;  
 49, home; 50, dinner; 51, amuse; 52, there would (had) not;  
 53, far; 54, causes; 55, precedent; 56, president;  
 57, withal; 58, Kentucky; 59, to our; 60, objectionable;  
 61, utilize; 62, welcome; 63, watch; 64, defendant's machine;  
 65, cessation; 66, Atkinson; 67, judge; 68, churchyard;  
 69, accord; 70, you shall have; 71, school; 72, delivery;  
 73, began; 74, purity; 75, Annie; 76, I think you must have;  
 77, forewarned; 78, governed; 79, latter; 80, transitorial;  
 81, belong; 82, ends; 83, denominated; 84, denomination;  
 85, I; 86, reproved; 87, which will not; 88, virtue;  
 89, mill; 90, lad; 91, irregularly; 92, irregularity;  
 93, advantage; 94, fled; 95, proportion; 96, preparation;  
 97, up; 98, properly; 99, proper; 100, prepare;  
 101, movement; 102, stout; 103, stated; 104, constituted;  
 105, member; 106, wealthy; 107, sways; 108, corruptive;  
 109, spree; 110, no thing; 111, apart; 112, said to have;  
 113, your; 114, in this; 115, fully; 116, procession;  
 117, other; 118, have it; 119, stove; 120, may there;  
 121, yes; 122, compel; 123, recollected; 124, swine;  
 125, (Q) the initial; 126, phonographic; 127, renew it; 128, locker;  
 129, contribute; 130, clew; 131, appliance; 132, compliance;  
 133, external; 134, arise; 135, evangelic; 136, evangelize;  
 137, business; 138, subtle; 139, favorable; 140, feud;  
 141, can; 142, concern; 143, concerning; 144, concerned;  
 145, out; 146, polish; 147, owned; 148, everywhere;  
 149, advertisements; 150, hose; 151, driven; 152, undertaken;  
 153, natured; 154, humanely; 155, naval; 156, credibility;  
 157, remarked; 158, such are; 159, philanthropist; 160, let us;  
 161, D (the initial); 162, support; 163, separate; 164, separation;  
 165, teeble; 166, over it; 167, swore; 168, collect;  
 169, equally; 170, rendered; 171, mourns; 172, I beg to say;  
 173, was; 174, teller; 175, jury; 176, externity;  
 177, measure; 178, collected; 179, collection; 180, collective;  
 181, establish; 182, portion; 183, normal; 184, philosophy;  
 185, friendship; 186, if there; 187, earned; 188, I shall have;  
 189, an; 190, stable; 191, through one; 192, gem;  
 193, revolution; 194, purpose; 195, around; 196, which have it;  
 197, whether there; 198, define; 199, meet; 200, posterior.

## REVIEW EXERCISE C.

1  2  3  4 	1 5.  6  7  8 
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17  18  19  20 	3 21  22  23  24 
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57  58  59  60 	8 61  62  63  64 
65  66  67  68 	9 69  70  71  72 
73  74  75  76 	10 77  78  79  80 
81  82  83  84 	11 85  86  87  88 
89  90  91  92 	12 93  94  95  96 
97  98  99  100 	13 101  102  103  104 
105  106  107  108 	14 109  110  111  112 
113  114  115  116 	15 117  118  119  120 
121  122  123  124 	16 125  126  127  128 
129  130  131  132 	17 133  134  135  136 
137  138  139  140 	18 141  142  143  144 
145  146  147  148 	19 149  150  151  152 
153  154  155  156 	20 157  158  159  160 
161  162  163  164 	21 165  166  167  168 
169  170  171  172 	22 173  174  175  176 
177  178  179  180	23 181  182  183  184
185  186  187  188	24 189  190  191  192
193  194  195  196	25 197  198  199  200

## REVIEW EXERCISE D.

1, seventh; 2, we will not have been; 3, armed; 4, please;  
 5, has it; 6, going; 7, hiss; 8, in the United States Patent Office;  
 9, H (the initial); 10, Dunlap; 11, which had (would) not; 12, whip;  
 13, sabler; 14, clothe; 15, extra; 16, extraordinary;  
 17, today; 18, attempt; 19, occur; 20, but for-have-of-if;  
 21, too; 22, sustains; 23, which are of; 24, loafer;  
 25, workmen; 26, generals; 27, generalize; 28, generalization;  
 29, respectful; 30, darkness; 31, wintry; 32, generalized;  
 33, given; 34, spaces; 35, holy; 36, there may be little;  
 37, Ai (long-a); 38, renew an; 39, follow their; 40, seemly;  
 41, peculiar; 42, suspense; 43, suspended; 44, suspension;  
 45, special; 46, suspend; 47, suspicion; 48, I fear you may;  
 49, under; 50, forsooth; 51, pretensions; 52, clamor;  
 53, ever; 54, notion; 55, dissever; 56, disseminate;  
 57, quite; 58, applied; 59, unless; 60, thenceforth;  
 61, generally; 62, cumber; 63, walk; 64, I will not have you;  
 65, word; 66, power of the court; 67, acted; 68, misrule;  
 69, principle; 70, during; 71, did I not understand you to say; 72, lieu;  
 73, year; 74, pastoral; 75, August; 76, I think that;  
 77, rural; 78, graves; 79, held; 80, disbelief;  
 81, internally; 82, womanly; 83, evil; 84, it could have been;  
 85, S (the initial); 86, tells us; 87, we will not be; 88, in our;  
 89, strop; 90, sensitive to the last; 91, anger-y; 92, sermon;  
 93, improve; 94, pleader; 95, artist; 96, slaughtered;  
 97, defendant; 98, gentile; 99, frosty; 100, blushinglly;  
 101, change; 102, miner-or; 103, sentimental; 104, train;  
 105, inscribe; 106, tell us; 107, amount; 108, with their;  
 109, every; 110, guilty; 111, you may have; 112, opened;  
 113, short-o; 114, perceive; 115, wash; 116, ambiguous;  
 117, providence; 118, homely; 119, ruin; 120, plaintiffs;  
 121, same; 122, rubber; 123, it is the; 124, dawn;  
 125, phonography; 126, deceased; 127, holier; 128, Connecticut;  
 129, done; 130, calm; 131, prefixed; 132, develope;  
 133, active; 134, twin; 135, rational; 136, rationally;  
 137, usually; 138, rather; 139, babe; 140, such would (had);  
 141, any; 142, expanse; 143, expansive; 144, expensive;  
 145, deliver; 146, expense; 147, cramp; 148, forefinger;  
 149, manufacture; 150, dest; 151, circulation; 152, origin;  
 153, Coke (proper name); 154, had not; 155, humbug; 156, not to come;  
 157, system; 158, ruined; 159, poor; 160, versatile;  
 161, what; 162, gaiter; 163, bountiful; 164, beau;  
 165, fundamental; 166, crawl; 167, no other; 168, another one;  
 169, honor; 170, gibe; 171, characters; 172, characterize;  
 173, were; 174, duty; 175, depths; 176, furnished;  
 177, Y (the initial); 178, appeals; 179, anchor; 180, considered;  
 181, met; 182, joyful; 183, therefore; 184, coil;  
 185, universal; 186, reactive; 187, entire; 188, irksomeness;  
 189, instruct; 190, partial; 191, allows; 192, I shall not be;  
 193, jurisdiction; 194, desert; 195, express; 196, expression;  
 197, punish; 198, cayenne; 199, swayed; 200, occasioned.

## REVIEW EXERCISE D.

1.) 2. 3. 4.	1 5. 6. 7. 8.
9. 10. 11. 12.	2 13. 14. 15. 16.
17. 18. 19. 20.	3 21. 22. 23. 24.
25. 26. 27. 28.	4 29. 30. 31. 32.
33. 34. 35. 36.	5 37. 38. 39. 40.
41. 42. 43. 44.	6 45. 46. 47. 48.
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57. 58. 59. 60.	8 61. 62. 63. 64.
65. 66. 67. 68.	9 69. 70. 71. 72.
73. 74. 75. 76.	10 77. 78. 79. 80.
81. 82. 83. 84.	11 85. 86. 87. 88.
89. 90. 91. 92.	12 93. 94. 95. 96.
97. 98. 99. 100.	13 101. 102. 103. 104.
105. 106. 107. 108.	14 109. 110. 111. 112.
113. 114. 115. 116.	15 117. 118. 119. 120.
121. 122. 123. 124.	16 125. 126. 127. 128.
129. 130. 131. 132.	17 133. 134. 135. 136.
137. 138. 139. 140.	18 141. 142. 143. 144.
145. 146. 147. 148.	19 149. 150. 151. 152.
153. 154. 155. 156.	20 157. 158. 159. 160.
161. 162. 163. 164.	21 165. 166. 167. 168.
169. 170. 171. 172.	22 173. 174. 175. 176.
177. 178. 179. 180.	23 181. 182. 183. 184.
185. 186. 187. 188.	24 189. 190. 191. 192.
193. 194. 195. 196.	25 197. 198. 199. 200.

## REVIEW EXERCISE E..

- 1, Jehovah; 2, stood; 3, industry of the times; 4, turn;  
 5, doing; 6, German; 7, balm; 8, I have no doubt of it;  
 9, caution; 10, it had (would) not; 11, dark; 12, meeting;  
 13, the cipher; 14, Louisa; 15, oppose; 16, opposition;  
 17, speech; 18, boldness; 19, it is entirely; 20, anyway;  
 21, improvement; 22, junction; 23, wampum; 24, construction;  
 25, accordingly; 26, easy; 27, mankind; 28, transubstantiation;  
 29, issue; 30, forget; 31, irreconcilable; 32, sob;  
 33, near; 34, revive; 35, toss; 36, Committee on Foreign Relations;  
 37, J (the initial); 38, punished; 39, there may be; 40, option;  
 41, believe; 42, literary; 43, literature; 44, baby;  
 45, in seeming; 46, constant; 47, higher; 48, we may not do;  
 49, Oo; 50, such ought to have; 51, self; 52, humored;  
 53, charge; 54, spread; 55, joint stock company; 56, trim;  
 57, party; 58, fickle; 59, cube; 60, something;  
 61, establishment; 62, jealous; 63, dime; 64, in the discretion of the  
 65, in; 66, as made; 67, this has not taken; 68, owns; [court;  
 69, satisfy; 70, I fear you will be; 71, grow; 72, nothing;  
 73, brother; 74, surmount; 75, swivel; 76, wonderfully;  
 77, Hay (the letter); 78, verify; 79, clump; 80, I think not in any;  
 81, concomitant; 82, libation; 83, in all its; 84, tired;  
 85, very; 86, theirs to deserve; 87, wedge; 88, nowhere;  
 89, W (the initial); 90, mistrust; 91, clause; 92, individual;  
 93, kingdom; 94, northern; 95, northeast; 96, northwest;  
 97, tell; 98, rush; 99, north; 100, you shall;  
 101, armor; 102, secure; 103, I saw; 104, I asked him;  
 105, again; 106, raised; 107, worn; 108, would you;  
 109, especially; 110, acts; 111, abbreviation; 112, cosy;  
 113, Zhee (the letter); 114, familiar; 115, operation; 116, oppression;  
 117, than; 118, September; 119, such; 120, forgot;  
 121, object; 122, in life; 123, deviation; 124, robe;  
 125, hundred; 126, suppose; 127, can I; 128, to be able;  
 129, vale; 130, prominent; 131, permanent; 132, preeminent;  
 133, together; 134, journal; 135, screw; 136, such a one;  
 137, call; 138, worked; 139, jute; 140, reception;  
 141, thirteenth; 142, diseased; 143, nondescript; 144, paper;  
 145, perform; 146, may be not; 147, scrub; 148, empyric;  
 149, or; 150, pyramid; 151, bound; 152, inscription;  
 153, with; 154, greed-t; 155, fine; 156, awfulness;  
 157, instability; 158, diction; 159, frequently; 160, could;  
 161, E; 162, southern; 163, southeast; 164, southwest;  
 165, humor; 166, delay; 167, south; 168, I will try;  
 169, took; 170, pickle; 171, love their; 172, envy;  
 173, sprawl; 174, sold; 175, additional; 176, additionally;  
 177, throughout; 178, hurrah; 179, momentum; 180, momentary;  
 181, if; 182, dutiful; 183, peril; 184, you will be;  
 185, salvation; 186, coaster; 187, gloom; 188, avaricious;  
 189, immediate; 190, reach; 191, and thinks his; 192, display;  
 193, advertise; 194, dispel; 195, displace; 196, displeasure;  
 197, C (the initial); 198, possess; 199, possessed; 200, possesses.



## REVIEW EXERCISE E.

1	2	3	4	1	5	6	7	8
9	10	11	12	2	13	14	15	16
17	18	19	20	3	21	22	23	24
25	26	27	28	4	29	30	31	32
33	34	35	36	5	37	38	39	40
41	42	43	44	6	45	46	47	48
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57	58	59	60	8	61	62	63	64
65	66	67	68	9	69	70	71	72
73	74	75	76	10	77	78	79	80
81	82	83	84	11	85	86	87	88
89	90	91	92	12	93	94	95	96
97	98	99	100	13	101	102	103	104
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129	130	131	132	17	133	134	135	136
137	138	139	140	18	141	142	143	144
145	146	147	148	19	149	150	151	152
153	154	155	156	20	157	158	159	160
161	162	163	164	21	165	166	167	168
169	170	171	172	22	173	174	175	176
177	178	179	180	23	181	182	183	184
185	186	187	188	24	189	190	191	192
193	194	195	196	25	197	198	199	200

## REVIEW EXERCISE F.

- 1, glorified; 2, in that; 3, claim; 4, I think you must;
- 5, however; 6, of its; 7, Yours of today's mail received; 8, hazy;
- 9, dealer; 10, it is very necessary; 11, song; 12, sprain;
- 13, imagine; 14, endless; 15, Ada; 16, we are off;
- 17, as it; 18, sounded; 19, I am in receipt of; 20, lily;
- 21, Yay; 22, for he was; 23, thine; 24, correct;
- 25, respectfully; 26, veil (veil); 27, moon; 28, literal sense of prophesy;
- 29, had; 30, magazine; 31, we may be able; 32, clear;
- 33, above; 34, in the house; 35, lasses; 36, democrat;
- 37, agree; 38, persons; 39, dukes; 40, I have seen it;
- 41, opportunity; 42, evening; 43, you will have been; 44, plow;
- 45, foundation; 46, defense; 47, noway; 48, populace (ous);
- 49, Aw; 50, gratitude; 51, gratuitous; 52, gratuitously;
- 53, language; 54, we will not have; 55, atom; 56, has not;
- 57, sage; 58, scholar; 59, freak; 60, enter the house;
- 61, inscribed; 62, complains; 63, complaints; 64, complaint-ed;
- 65, account; 66, lovingly; 67, some other one; 68, awoke;
- 69, person; 70, grandeur; 71, plead; 72, duration;
- 73, differ; 74, driving; 75, Roman; 76, distensions;
- 77, thoughtlessness; 78, vocation; 79, vacation; 80, populace;
- 81, yet; 82, practice; 83, practiced; 84, practically;
- 85, information; 86, journey; 87, true; 88, I will not have you make;
- 89, form; 90, thinner; 91, I have seen them; 92, owner;
- 93, extreme; 94, has gone; 95, pluck; 96, as (has) known;
- 97, denominate; 98, humble; 99, laws; 100, pulmonary;
- 101, his; 102, prison; 103, cautioned; 104, kind;
- 105, think; 106, relatively; 107, throb; 108, thyself;
- 109, appear; 110, by its; 111, dire; 112, converted;
- 113, Bower; 114, sustain; 115, negligence; 116, plump;
- 117, their; 118, defined; 119, quaff; 120, instruction;
- 121, two; 122, required; 123, below; 124, wrathfulness;
- 125, L (the initial); 126, corrected; 127, corrective; 128, correction;
- 129, chiefs; 130, garment; 131, excursion; 132, game;
- 133, upon; 134, darkens; 135, testy; 136, thereafter;
- 137, use (to use); 138, notary; 139, carefully; 140, balm;
- 141, sisterly; 142, gallery; 143, seed; 144, hateful-ly;
- 145, Jerusalem; 146, Michael; 147, habit; 148, avoid that;
- 149, secession; 150, overcame; 151, tremendous; 152, plans;
- 153, yourself; 154, gambler; 155, can a; 156, I think we;
- 157, before; 158, migrate; 159, dozen; 160, immaterial;
- 161, seventeenth; 162, fusion; 163, rosy; 164, effective;
- 165, alone; 166, conceive; 167, reconciliation; 168, gasses;
- 169, am; 170, enemies; 171, dash; 172, you think;
- 173, spinsters; 174, you may; 175, has there; 176, pity;
- 177, agent; 178, and thinks; 179, joys; 180, auction;
- 181, I (the figure); 182, counsel; 183, ready; 184, dereliction;
- 185, apply; 186, croaker; 187, approval; 188, frail;
- 189, astonish; 190, approve; 191, approved; 192, phonographer;
- 193, careful; 194, synonym; 195, waif; 196, equatorial;
- 197, remarkably; 198, tenant; 199, fond-t; 200, I will do.

## REVIEW EXERCISE F.

1 — 2 — 3 — 4 —	1 5 — 6 — 7 — 8 —
9 — 10 — 11 — 12 —	2 13 — 14 — 15 — 16 —
17 — 18 — 19 — 20 —	3 21 — 22 — 23 — 24 —
25 — 26 — 27 — 28 —	4 29 — 30 — 31 — 32 —
33 — 34 — 35 — 36 —	5 37 — 38 — 39 — 40 —
41 — 42 — 43 — 44 —	6 45 — 46 — 47 — 48 —
49 — 50 — 51 — 52 —	7 53 — 54 — 55 — 56 —
57 — 58 — 59 — 60 —	8 61 — 62 — 63 — 64 —
65 — 66 — 67 — 68 —	9 69 — 70 — 71 — 72 —
73 — 74 — 75 — 76 —	10 77 — 78 — 79 — 80 —
81 — 82 — 83 — 84 —	11 85 — 86 — 87 — 88 —
89 — 90 — 91 — 92 —	12 93 — 94 — 95 — 96 —
97 — 98 — 99 — 100 —	13 101 — 102 — 103 — 104 —
105 — 106 — 107 — 108 —	14 109 — 110 — 111 — 112 —
113 — 114 — 115 — 116 —	15 117 — 118 — 119 — 120 —
121 — 122 — 123 — 124 —	16 125 — 126 — 127 — 128 —
129 — 130 — 131 — 132 —	17 133 — 134 — 135 — 136 —
137 — 138 — 139 — 140 —	18 141 — 142 — 143 — 144 —
145 — 146 — 147 — 148 —	19 149 — 150 — 151 — 152 —
153 — 154 — 155 — 156 —	20 157 — 158 — 159 — 160 —
161 — 162 — 163 — 164 —	21 165 — 166 — 167 — 168 —
169 — 170 — 171 — 172 —	22 173 — 174 — 175 — 176 —
177 — 178 — 179 — 180 —	23 181 — 182 — 183 — 184 —
185 — 186 — 187 — 188 —	24 189 — 190 — 191 — 192 —
193 — 194 — 195 — 196 —	25 197 — 198 — 199 — 200 —

## REVIEW EXERCISE G.

1, where; 2, valley; 3, real; 4, such (would) have had;  
 5, advertisement; 6, vain; 7, it is entirely your own; 8, **retail**;  
 9, govern; 10, importer; 11, imposter; 12, ornamental;  
 13, whatever; 14, I have seen that; 15, fling; 16, imposed;  
 17, nation; 18, appeared; 19, slowly; 20, distinction;  
 21, O; 22, forever; 23, aware; 24, we did not think;  
 25, difference; 26, renowned; 27, spirit; 28, magnificent;  
 29, certain; 30, edition; 31, I fear you must be; 32, vest;  
 33, memoranda; 34, skipped; 35, heart; 36, vegetable kingdom;  
 37, audience; 38, infusion; 39, batch; 40, deliverance;  
 41, tenth; 42, this is; 43, frame; 44, I shall not have;  
 45, whom; 46, give it; 47, conversion; 48, annoy;  
 49, remember; 50, however there (they are); 51, hood; 52, **radiant**;  
 53, understand; 54, carmine; 55, score; 56, lower extremities;  
 57, begun; 58, is each; 59, raised from the dead; 60, away;  
 61, either; 62, plan-t-ned; 63, planter; 64, planetary;  
 65, hope; 66, process; 67, touch; 68, about whom;  
 69, after; 70, chapter; 71, ravel; 72, shortened-(shorthand);  
 73, universe; 74, in some instances; 75, from; 76, scarlet;  
 77, are; 78, rule the; 79, now and then; 80, study;  
 81, angel; 82, pounces; 83, no one; 84, render unto;  
 85, spiritual; 86, parliamentary; 87, parliament; 88, **parliamentarian**;  
 89, circumstance; 90, Commissioner of Patents; 91, sore; 92, **satchel**;  
 93, sure; 94, bottom; 95, I fear you will have; 96, clip;  
 97, be; 98, yon; 99, possessor; 100, possessive;  
 101, sinner; 102, justice; 103, root; 104, it may be;  
 105, fare; 106, efforts; 107, cultivate; 108, cultivated;  
 109, come; 110, lass; 111, grandchild; 112, grandchildren;  
 113, the; 114, renewed; 115, slow; 116, there ought;  
 117, reform; 118, care of; 119, cars; 120, human soul;  
 121, T (the initial); 122, furrow; 123, flew; 124, as is the;  
 125, Way; 126, where the; 127, whereto; 128, whereunto;  
 129, make; 130, starving; 131, space; 132, assure their;  
 133, supplement; 134, company; 135, camel; 136, instructive;  
 137, facial; 138, illegal; 139, execrative; 140, execration;  
 141, to do; 142, Persia; 143, hair; 144, companion;  
 145, take; 146, vocatives; 147, countenance; 148, spoil;  
 149, thought; 150, builded; 151, twice; 152, postmortem;  
 153, difficulty; 154, not to have; 155, chaos; 156, embezzle;  
 157, beyond; 158, uncommon; 159, birds; 160, calculable;  
 161, awful; 162, services; 163, shave; 164, same cases;  
 165, general; 166, whereof-ever; 167, whereon; 168, whereupon;  
 169, first; 170, wherein; 171, depth; 172, shall there;  
 173, describe; 174, volatile; 175, influenced; 176, line;  
 177, them; 178, camp; 179, territory; 180, territorial;  
 181, settler; 182, writing; 183, pots; 184, blessings;  
 185, God; 186, saves us; 187, probable-y; 188, mend;  
 189, fact; 190, inclined; 191, as a; 192, exsiccated;  
 193, snowy; 194, it can only; 195, cigar; 196, railroad;  
 197, manner; 198, suction; 199, sting; 200, never shall.

## REVIEW EXERCISE G.

1. 1	2. 2	3. 3	4. 4	1. 5	6. 6	7. 7	8. 8
9. 9	10. 10	11. 11	12. 12	2. 13	14. 14	15. 15	16. 16
17. 17	18. 18	19. 19	20. 20	3. 21	22. 22	23. 23	24. 24
25. 25	26. 26	27. 27	28. 28	4. 29	30. 30	31. 31	32. 32
33. 33	34. 34	35. 35	36. 36	5. 37	38. 38	39. 39	40. 40
41. 41	42. 42	43. 43	44. 44	6. 45	46. 46	47. 47	48. 48
49. 49	50. 50	51. 51	52. 52	7. 53	54. 54	55. 55	56. 56
57. 57	58. 58	59. 59	60. 60	8. 61	62. 62	63. 63	64. 64
65. 65	66. 66	67. 67	68. 68	9. 69	70. 70	71. 71	72. 72
73. 73	74. 74	75. 75	76. 76	10. 77	78. 78	79. 79	80. 80
81. 81	82. 82	83. 83	84. 84	11. 85	86. 86	87. 87	88. 88
89. 89	90. 90	91. 91	92. 92	12. 93	94. 94	95. 95	96. 96
97. 97	98. 98	99. 99	100. 100	13. 101	102. 102	103. 103	104. 104
105. 105	106. 106	107. 107	108. 108	14. 109	110. 110	111. 111	112. 112
113. 113	114. 114	115. 115	116. 116	15. 117	118. 118	119. 119	120. 120
121. 121	122. 122	123. 123	124. 124	16. 125	126. 126	127. 127	128. 128
129. 129	130. 130	131. 131	132. 132	17. 133	134. 134	135. 135	136. 136
137. 137	138. 138	139. 139	140. 140	18. 141	142. 142	143. 143	144. 144
145. 145	146. 146	147. 147	148. 148	19. 149	150. 150	151. 151	152. 152
153. 153	154. 154	155. 155	156. 156	20. 157	158. 158	159. 159	160. 160
161. 161	162. 162	163. 163	164. 164	21. 165	166. 166	167. 167	168. 168
169. 169	170. 170	171. 171	172. 172	22. 173	174. 174	175. 175	176. 176
177. 177	178. 178	179. 179	180. 180	23. 181	182. 182	183. 183	184. 184
185. 185	186. 186	187. 187	188. 188	24. 189	190. 190	191. 191	192. 192
193. 193	194. 194	195. 195	196. 196	25. 197	198. 198	199. 199	200. 200

## REVIEW EXERCISE H.

1, F (the initial); 2, from it; 3, asked; 4, gradual-ly;  
 5, twelfth; 6, Berlin; 7, weep; 8, we may not know them;  
 9, workman; 10, herself; 11, whichever (have); 12, sizes;  
 13, necessary; 14, numbered; 15, numbers of them; 16, to go;  
 17, nineteenth; 18, I shall; 19, later; 20, should have;  
 21, remark; 22, but are; 23, or he; 24, inconsiderable-y;  
 25, thing; 26, is their own; 27, sprig; 28, punsters;  
 29, astonished; 30, charity; 31, human character; 32, towns;  
 33, represent; 34, drainer; 35, blunt; 36, writing letters;  
 37, gains; 38, indicate; 39, housed; 40, liquidation;  
 41, Charles; 42, each will; 43, quell; 44, property;  
 45, two millions; 46, refined; 47, the name is mine; 48, dough;  
 49, eternal; 50, takes us; 51, worn; 52, characteristic;  
 53, fashion; 54, peeled; 55, pains; 56, you may as well have;  
 57, whale; 58, oration; 59, lover; 60, which had (would);  
 61, importance; 62, are not; 63, I think you may; 64, muddy;  
 65, value; 66, service; 67, in his; 68, corrects;  
 69, gentlemen; 70, glorious; 71, glories; 72, glorification;  
 73, signify; 74, why there can be; 75, size; 76, utterly;  
 77, externally; 78, failure; 79, Frank; 80, I cannot be;  
 81, short-ah; 82, sole; 83, legislator; 84, legislature;  
 85, to; 86, gave it; 87, mule; 88, conclusion;  
 89, particular; 90, perhaps; 91, Alexandria; 92, rain;  
 93, revelation; 94, you can; 95, deep; 96, that their;  
 97, collar; 98, kitchen; 99, if it; 100, we may not know;  
 101, strop-er; 102, ration; 103, visit; 104, hesitation;  
 105, not; 106, best; 107, secretive; 108, secretion;  
 109, as; 110, from him; 111, noted; 112, I think you;  
 113, dear; 114, priest; 115, subjected; 116, beck;  
 117, no sir; 118, upon it; 119, crest; 120, will you be;  
 121, when; 122, positions; 123, pack; 124, fellow;  
 125, within; 126, raciest; 127, style; 128, testament;  
 129, condition; 130, paused; 131, partially; 132, tons;  
 133, voted; 134, and all; 135, cups; 136, organized;  
 137, each; 138, following; 139, lusty; 140, thereon;  
 141, shown; 142, weepst; 143, bays; 144, improbable-ility;  
 145, those; 146, by all; 147, prejudice; 148, care;  
 149, hand; 150, acquire; 151, dock; 152, human life;  
 153, yesterday; 154, happened; 155, happiest; 156, attenuation;  
 157, short-u; 158, forcible; 159, thick; 160, dangerous;  
 161, appeal; 162, offering; 163, abase; 164, misdemeanor;  
 165, instructed; 166, tattler; 167, hater; 168, I will have;  
 169, world; 170, as may be; 171, failed; 172, hitherto;  
 173, human; 174, prove (proof); 175, oyster; 176, concluded;  
 177, shall; 178, aware of; 179, continues; 180, palm;  
 181, chaste; 182, mistress; 183, mysteries; 184, mysterious;  
 185, vice; 186, indicted; 187, indebted; 188, undoubted;  
 189, between; 190, schooled; 191, I can; 192, afternoon;  
 193, Z (the initial); 194, resumed; 195, steal; 196, order any;  
 197, knowledge; 198, swagger; 199, temperate; 200, wood.

## REVIEW EXERCISE H.

1 2 3 4	1 5 6 7 8
9 10 11 12	2 13 14 15 16
17 18 19 20	3 21 22 23 24
25 26 27 28	4 29 30 31 32
33 34 35 36	5 37 38 39 40
41 42 43 44	6 45 46 47 48
49 50 51 52	7 53 54 55 56
57 58 59 60	8 61 62 63 64
65 66 67 68	9 69 70 71 72
73 74 75 76	10 77 78 79 80
81 82 83 84	11 85 86 87 88
89 90 91 92	12 93 94 95 96
97 98 99 100	13 101 102 103 104
105 106 107 108	14 109 110 111 112
113 114 115 116	15 117 118 119 120
121 122 123 124	16 125 126 127 128
129 130 131 132	17 133 134 135 136
137 138 139 140	18 141 142 143 144
145 146 147 148	19 149 150 151 152
153 154 155 156	20 157 158 159 160
161 162 163 164	21 165 166 167 168
169 170 171 172	22 173 174 175 176
177 178 179 180	23 181 182 183 184
185 186 187 188	24 189 190 191 192
193 194 195 196	25 197 198 199 200

## REVIEW EXERCISE J.

1, number; 2, bought; 3, desk; 4, I shall not have you;  
 5, fourteenth; 6, creative; 7, you will do; 8, filial;  
 9, universality; 10, they would; 11, place; 12, thorough;  
 13, consequent; 14, heartily; 15, hardly; 16, physician;  
 17, association; 18, estimate; 19, motion; 20, such has been;  
 21, magnify; 22, and are; 23, misfortune; 24, Dave;  
 25, question; 26, which are not; 27, brief; 28, shall it;  
 29, remain; 30, I cannot; 31, piled; 32, synonyms-ous;  
 33, eighth; 34, conclude; 35, if there were; 36, strew;  
 37, interest; 38, multiform; 39, multiply; 40, multiplicity;  
 41, belief; 42, tension; 43, Snyder; 44, which ought not;  
 45, K (the initial); 46, precisely; 47, idle; 48, vulgar;  
 49, patent; 50, worthy; 51, may it please the court; 52, game;  
 53, astonishment; 54, stoves; 55, says; 56, whoever they are (there);  
 57, because; 58, there may be some; 59, wield; 60, thirsty;  
 61, subject; 62, drowned; 63, inconsideration; 64, expel;  
 65, is it; 66, seizure; 67, flame; 68, I cannot be there;  
 69, Ah; 70, I think you are; 71, canal; 72, as much;  
 73, commend; 74, average; 75, the only manner in which the; 76, posy;  
 77, work; 78, rapidly; 79, deeps; 80, I will not have;  
 81, B (the initial); 82, nibble; 83, whether there have been; 84, Ezra;  
 85, weather; 86, sections; 87, habits; 88, explosive;  
 89, on the other hand; 90, you must not be; 91, guess; 92, testify;  
 93, sable; 94, immortal; 95, frogs; 96, abstained;  
 97, to be; 98, immorality; 99, mortality; 100, immortality;  
 101, juxtaposition; 102, hardened; 103, physiological; 104, plied;  
 105, Ow; 106, vision; 107, that you; 108, embracing;  
 109, moreover; 110, we are; 111, I do; 112, countries;  
 113, tell; 114, impose; 115, telegraph; 116, show;  
 117, already; 118, eastern; 119, astern; 120, judiciary;  
 121, shawl; 122, treated; 123, merry; 124, descriptive;  
 125, common; 126, enough; 127, ailment; 128, magnitude;  
 129, on; 130, such it; 131, rapid; 132, calculate;  
 133, tonight; 134, consequence; 135, consequently; 136, consequential;  
 137, us; 138, unscored; 139, angels; 140, already the;  
 141, off; 142, written; 143, harlequin; 144, folio;  
 145, speak; 146, is said; 147, in it; 148, but are not;  
 149, at; 150, machine; 151, machinist; 152, machinery;  
 153, equal; 154, she had; 155, late (lot); 156, the other;  
 157, pleasure; 158, I will be; 159, vague; 160, quarrel;  
 161, time; 162, putty; 163, fanaticism; 164, fantastic;  
 165, five hundred; 166, assuage; 167, among; 168, astounded;  
 169, beauty; 170, thereto; 171, I find; 172, thenceforward;  
 173, large; 174, needed; 175, where has he gone; 176, committee;  
 177, which; 178, assured; 179, sells; 180, formation;  
 181, respect; 182, trample; 183, Aurora; 184, they will;  
 185, young; 186, clown; 187, passion; 188, I cannot do;  
 189, remarkable; 190, raffle; 191, melancholy; 192, hail;  
 193, glorify; 194, pure; 195, situated; 196, situation;  
 197, country; 198, hook; 199, bouquet; 200, buildings.































































































































































































































## REVIEW EXERCISE J

1. \	2. \	3.	4. ~	1	5. ~	6. ~	7. \	8. ~	1	5. ~	6. ~	7. \	8. ~
9. ~	10. (	11. \	12. (	2	13. ~	14. \	15. \	16. ~	2	13. ~	14. \	15. \	16. ~
17. ~	18. ~	19. ~	20. \	3	21. ~	22. ~	23. ~	24.	3	21. ~	22. ~	23. ~	24.
25. ~	26. ~	27. \	28.	4	29. \	30. ~	31. ~	32. ~	4	29. \	30. ~	31. ~	32. ~
33.	34. ~	35. ~	36. ~	5	37.	38. ~	39. ~	40. ~	5	37.	38. ~	39. ~	40. ~
41. \	42. ~	43.	44. ~	6	45. ~	46. ~	47.	48. ~	6	45. ~	46. ~	47.	48. ~
49. \	50. \	51. ~	52. ~	7	53. ~	54. ~	55. ~	56. ~	7	53. ~	54. ~	55. ~	56. ~
57. ~	58. ~	59. ~	60. ~	8	61. \	62. ~	63. ~	64. ~	8	61. \	62. ~	63. ~	64. ~
65. ~	66. ~	67. ~	68. ~	9	69. ~	70. ~	71. ~	72. ~	9	69. ~	70. ~	71. ~	72. ~
73. ~	74. ~	75. ~	76. ~	10	77. ~	78. ~	79. ~	80. ~	10	77. ~	78. ~	79. ~	80. ~
81. \	82. \	83. ~	84. ~	11	85. ~	86. ~	87. ~	88. ~	11	85. ~	86. ~	87. ~	88. ~
89. ~	90. ~	91. ~	92. ~	12	93. \	94. ~	95. ~	96. ~	12	93. \	94. ~	95. ~	96. ~
97. \	98. ~	99. ~	100. ~	13	101. \	102. ~	103. ~	104. ~	13	101. \	102. ~	103. ~	104. ~
105. ~	106. ~	107. ~	108. ~	14	109. ~	110. ~	111. ~	112. ~	14	109. ~	110. ~	111. ~	112. ~
113.	114. ~	115. ~	116. ~	15	117. ~	118. ~	119. ~	120. ~	15	117. ~	118. ~	119. ~	120. ~
121. ~	122. ~	123. ~	124. ~	16	125. ~	126. ~	127. ~	128. ~	16	125. ~	126. ~	127. ~	128. ~
129. ~	130. ~	131. ~	132. ~	17	133. ~	134. ~	135. ~	136. ~	17	133. ~	134. ~	135. ~	136. ~
137. ~	138. ~	139. ~	140. ~	18	141. ~	142. ~	143. ~	144. ~	18	141. ~	142. ~	143. ~	144. ~
145. ~	146. ~	147. ~	148. ~	19	149. ~	150. ~	151. ~	152. ~	19	149. ~	150. ~	151. ~	152. ~
153. ~	154. ~	155. ~	156. ~	20	157. ~	158. ~	159. ~	160. ~	20	157. ~	158. ~	159. ~	160. ~
161.	162. ~	163. ~	164. ~	21	165. ~	166. ~	167. ~	168. ~	21	165. ~	166. ~	167. ~	168. ~
169. ~	170. ~	171. ~	172. ~	22	173. ~	174. ~	175. ~	176. ~	22	173. ~	174. ~	175. ~	176. ~
177. ~	178. ~	179. ~	180. ~	23	181. ~	182. ~	183. ~	184. ~	23	181. ~	182. ~	183. ~	184. ~
185. ~	186. ~	187. ~	188. ~	24	189. ~	190. ~	191. ~	192. ~	24	189. ~	190. ~	191. ~	192. ~
193. ~	194. ~	195. ~	196. ~	25	197. ~	198. ~	199. ~	200. ~	25	197. ~	198. ~	199. ~	200. ~

## REVIEW EXERCISE K.

1, spiritually; 2, under the circumstances; 3, glee; 4, nebula;  
 5, N (the initial); 6, we; 7, sip; 8, Your letter bearing date of the  
 9, do; 10, as such; 11, I shall not; 12, class; [15th instant at hand;  
 13, plaintiff; 14, paralyse; 15, happy; 16, such will not;  
 17, sixtieth; 18, I have your favor; 19, I did; 20, contain;  
 21, wish; 22, has had; 23, you must not have; 24, sport;  
 25, degree; 26, we might not have; 27, shall I; 28, shipped;  
 29, people; 30, insecure; 31, you can have; 32, likes;  
 33, nor; 34, needless; 35, hither; 36, thereunto;  
 37, short-e; 38, labored; 39, homes; 40, he may be certain;  
 41, wag; 42, shall be; 43, I fear you must; 44, misty;  
 45, improved; 46, seclude; 47, secluded; 48, seclusion;  
 49, sire; 50, student; 51, earth; 52, will have;  
 53, creature; 54, borrow; 55, cash; 56, why there have been;  
 57, poverty; 58, I have seen; 59, yonder; 60, shelling;  
 61, construct; 62, think it; 63, almost; 64, landscape;  
 65, soaker; 66, creation; 67, the game; 68, complain;  
 69, advance; 70, you must be; 71, short; 72, easterly;  
 73, Whay; 74, alphabet; 75, I fear; 76, abundant;  
 77, begin; 78, client; 79, surely; 80, alternating;  
 81, thank; 82, murder-ed; 83, thrice; 84, financial;  
 85, is; 86, evidence; 87, stung; 88, township;  
 89, subsequent; 90, anywhere; 91, I will; 92, human mind;  
 93, never; 94, followed; 95, ladder; 96, parallel;  
 97, principally; 98, spine; 99, imbecile; 100, we were not;  
 101, maximum; 102, you must; 103, adjoin; 104, kindness;  
 105, Rich (proper name); 106, delighted; 107, delight; 108, ways;  
 109, providential; 110, ribbon; 111, Rome; 112, tolerable;  
 113, internal; 114, splashed; 115, thereof; 116, Congress;  
 117, all; 118, smell; 119, laughed; 120, latitudes;  
 121, R (the initial); 122, thence; 123, casual; 124, casually;  
 125, instrumentality; 126, traitor; 127, press; 128, transmit;  
 129, either; 130, reclaim; 131, utter; 132, write it;  
 133, on account; 134, phrase; 135, such will; 136, feel;  
 137, especial; 138, and are not; 139, Isaac; 140, saddler;  
 141, extremity; 142, explicit; 143, avert; 144, artlessness;  
 145, divine; 146, you have; 147, saying; 148, expected;  
 149, U; 150, deride; 151, derided; 152, derision;  
 153, building; 154, or a; 155, derive; 156, rapturous;  
 157, opinion; 158, aversion; 159, forgotten; 160, signer;  
 161, but; 162, west; 163, she is; 164, gigantic;  
 165, whensoever; 166, subdue; 167, telephone; 168, spry;  
 169, gladsomeness; 170, lenient; 171, music; 172, corporal;  
 173, from; 174, anchored; 175, strong; 176, may not be;  
 177, secular; 178, westerly; 179, western; 180, taciturn;  
 181, impossible; 182, clergy; 183, judgment; 184, Anna;  
 185, stop; 186, mortgage; 187, soever; 188, spacious;  
 189, V (the initial); 190, bureau; 191, element; 192, afterward;  
 193, religion; 194, whole; 195, will you; 196, blushing;  
 197, Christian; 198, choice; 199, compared; 200, cooperate.

## REVIEW EXERCISE K.

1. 	2. 	3. 	4. 	1. 	5. 	6. 	7. 	8. 	9. 
9. 	10. 	11. 	12. 	2. 	13. 	14. 	15. 	16. 	3. 
17. 	18. 	19. 	20. 	3. 	21. 	22. 	23. 	24. 	4. 
25. 	26. 	27. 	28. 	4. 	29. 	30. 	31. 	32. 	5. 
33. 	34. 	35. 	36. 	5. 	37. 	38. 	39. 	40. 	6. 
41. 	42. 	43. 	44. 	6. 	45. 	46. 	47. 	48. 	7. 
49. 	50. 	51. 	52. 	7. 	53. 	54. 	55. 	56. 	8. 
57. 	58. 	59. 	60. 	8. 	61. 	62. 	63. 	64. 	9. 
65. 	66. 	67. 	68. 	9. 	69. 	70. 	71. 	72. 	10. 
73. 	74. 	75. 	76. 	10. 	77. 	78. 	79. 	80. 	11. 
81. 	82. 	83. 	84. 	11. 	85. 	86. 	87. 	88. 	12. 
89. 	90. 	91. 	92. 	12. 	93. 	94. 	95. 	96. 	13. 
97. 	98. 	99. 	100. 	13. 	101. 	102. 	103. 	104. 	14. 
105. 	106. 	107. 	108. 	14. 	109. 	110. 	111. 	112. 	15. 
113. 	114. 	115. 	116. 	15. 	117. 	118. 	119. 	120. 	16. 
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137. 	138. 	139. 	140. 	18. 	141. 	142. 	143. 	144. 	19. 
145. 	146. 	147. 	148. 	19. 	149. 	150. 	151. 	152. 	20. 
153. 	154. 	155. 	156. 	20. 	157. 	158. 	159. 	160. 	21. 
161. 	162. 	163. 	164. 	21. 	165. 	166. 	167. 	168. 	22. 
169. 	170. 	171. 	172. 	22. 	173. 	174. 	175. 	176. 	23. 
177.	178.	179.	180.	23.	181.	182.	183.	184.	24.
185.	186.	187.	188.	24.	189.	190.	191.	192.	25.
193.	194.	195.	196.	25.	197.	198.	199.	200.	

## ABOUT PEOPLE WHO GIVE YOU SHORTHAND ADVICE

Any professional writer of any system, providing that writer has done court and convention reporting, is competent to give good advice respecting study and practice; but, as far as best outlines are concerned, no one can give you any good advice who is not a writer of the system you are studying; because rules that would be good for one system, might seriously conflict in another. It is even dangerous to accept the advice of professional writers of the system you are studying, unless the adviser is, or has been, a professional court and convention reporter of experience. A mere office stenographer may never have had any difficult work in his or her position, even if it has been held for years.

Some office positions are only a detriment to the stenographer on account of but little shorthand work; easy letters; no variety of language; and an employer who is ignorant, or who does not care how his work is done. All the little law firms and business agencies, with offices in big buildings, even if they have only two letters a day to write, want those letters done in typewriting, because it looks more businesslike than penmanship, and hence employ a stenographer to write those letters, the stenographer occupying the balance of the time by merely keeping the office open and taking the names of customers or clients, while the employer is out drumming up trade. Any clerk could hold such a position without shorthand, for, as a rule, such an employer does not dictate at all, but often writes the letters himself in lead pencil, and has the stenographer typewrite them. As it is necessary that a shorthand writer have not less than one to two hours daily shorthand dictation and two to four hours typewriting practice daily to retain speed, it will readily be seen that such positions are a detriment to any shorthand writer, in a loss of both speed and knowledge, and such stenographers are certainly not competent to give advice to anyone, even if they had fifty years of such experience.

By above, it will be seen that not all who call themselves stenographers are really so. The only office stenographers who are competent to give advice to a student who has well learned all exercises and reviews up to this page, are those who have fully fifty letters a day dictated to them. They are real stenographers, and they will not tell you to write proper names, addresses, etc., in long hand. They are too hurried in their work to do anything of the kind. Just as soon as a person whom you have supposed to be an office stenographer of experience (because you know him or her to have held a position for several years) tells you that he or she never writes proper names, addresses, etc., in shorthand, then you may know that that person holds a position of no importance whatever, so far as shorthand is concerned, or he or she would have no time to write any longhand during dictation. Imagine a shorthand reporter trying to take a speech by writing the technical terms and names of cities and heroes in longhand with the speaker going at the rate of 150 or more words a minute; or the court reporter at a trial every time a witness mentions the defendant or plaintiff or names of places, numbers of streets, etc., writing same in longhand!

Do you imagine it could be done? Not a bit of it. And it is just so, in the kind of office positions where there are hundreds of letters to answer daily and the dictation has to be taken at the rate of 100 to 120 words a minute to get each day's work done. There is no more time to write in longhand the proper names, technical terms, etc., occurring in the body of a letter in the dictation of such offices, than there is in speech reporting. Of course, where, in letter dictation, the original letters received are numbered so that the stenographer may get from them the proper names and addresses of firms written to, there is no necessity to dictate such names and addresses at beginning of letters, and when an oddly spelled name occurs for the first time even in the body of a letter, its spelling is then given to the stenographer, but after that one time, he or she is expected to remember its spelling and to write it thereafter as rapidly as any other word, which can only be done by writing it in shorthand.

Even were it possible to write in longhand all proper names, technical terms, etc., in rapid shorthand work, it would still be better for the student, in his or her study, to write them in shorthand, because of the ability it gives the student to correctly and quickly form any shorthand combination of sounds, a facility which every student must acquire before rapidly in shorthand work can be attained. Therefore, the shorthand plates of the actual business letters of pages 145 to 159, as well as the court and convention pages throughout this book, contain the shorthand forms for all proper names, addresses, technical terms, etc., and numerals as well. Any teacher who advises the longhand writing of any words or numerals does a great injustice to pupils.

The dictators in a busy business house would be decidedly hampered and delayed, if they had to wait while their stenographers wrote in longhand all the names of goods, towns, and firms and persons referred to in the body of their letters. And, furthermore, it would be ridiculous for any stenographer worthy the name, to seek to write such easy proper names as Smith, Boston, etc., in long hand, nor are such things ever done by skilled stenographers. The most difficult kinds of words must be written in rapid shorthand office dictation when they occur in the body of a letter, just as certainly as the most difficult medical or botanical phrase, architectural or engineering term, in a court trial, convention or lecture. Any persons claiming to be stenographers, who tell you differently, and say it is never done in business offices, just because they or their stenographic friends have never done it, are assuredly holding positions which do not require any real skill, no matter how many years they have been in the profession or how many positions they have held, or how nice they may be personally.

Teachers who have had no professional experience, or of merely the above kind, are also not competent to give any advice in opposition to directions in book you study. They may mean well, but are utterly incapable of judging or of giving advice on shorthand outlines or professional requirements to others, no matter what their teaching experience may be. As the author of this book has had over twenty years of the most difficult sort of shorthand reporting and teaching experience, it is a safe rule not to accept any advice from others in reference to either shorthand outlines or methods of practice where the advice does not agree with the directions of this book. Particularly beware of changes, or so-called "improvements" by any teacher who has not had as much professional experience as the author of this book. Every improvement made by Mr. Haven, was first proven to be practical by actual use for a number of years in his professional shorthand reporting before being printed or taught by him. Changes by other teachers without such test are both valueless and dangerous. Any teacher, even though only a beginner, with no teaching or professional experience whatever, can produce as skillful graduates as the best, so long as all the directions of this book are strictly followed, but the best teacher living will fail, if our directions are violated in any way.

## PART III.

### THE READER.

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#### GENERAL DIRECTIONS.

This portion of the book is intended for both reading and writing practice, the printed pages being the key to the shorthand engraving opposite them. Students should, therefore, not cease studying these pages until they can both read the shorthand engraving as rapidly as print and write the printed pages from dictation into as precise shorthand as they are herein written by the author.

Before the student begins practicing the exercises found within this portion of the book, the author furthermore desires to state that, while this part is in a great degree intended to perfect students in the proper use of every principle illustrated in the lessons of Part II, yet its primary object is also to give them a concise idea of the manner of INVENTING EXTEMPORANEOUSLY THE SPECIAL ABBREVIATIONS explained in first paragraph of Page 89 of Part II, while engaged in reporting lectures, sermons, etc. To obtain a complete idea of rapid phrasing and the manner in which this is accomplished, it will be necessary for the student to observe the following rules in making use of this Reader:

1st.—Carefully read and note in the shorthand pages herein, every digression from the long way of writing words and phrases, for which word or phrase signs or abbreviations have not been already learned.

2nd.—Write all the exercises from dictation, afterward comparing your shorthand writing with the original, as stated more fully elsewhere. Rewrite and re-rewrite from dictation until your shorthand writing compares precisely with that in this Reader.

3rd.—Transcribe all your shorthand writing before comparing it with the shorthand plates, always comparing your transcription with the printed key. By this means, many slight but important contractions may be discovered, which otherwise might be overlooked.

**BUSINESS LETTER PRACTICE.**

The letters, given on pages 144 to 159 in this portion of the book, numbering 36 in all, two each day for 18 days, have been graded, the smallest ones first, for the purpose of enabling students to learn the forms in each one, before the next is attempted, the letters increasing in size with each day, because many words and phrases in preceding ones will be found to be duplicated, in addition to the introduction of new words and forms, so that the last day's letters, which occupy a whole page, are almost as easy to the student when that stage of progress has been reached, as the first two small letters were to the one who had just finished the lessons.

These letters are selected from a large number of different businesses, representing nearly all the lines of trade in which a stenographer would be most likely to be employed, the entire set containing practically all the commercial phrases used in any business, together with their best shorthand forms, including those of each day of the week except Sunday, as well as the names of the months and all sorts of dates, all personal initials, the name of nearly every state and important city in the Union, every style of names of firms, and street or post office addresses, home or foreign. This list of mock letters, therefore, gives students more information in regard to correct shorthand outlines than the mere title or their appearance suggests, and, on this account, indispensable to the would-be amanuensis.

It is not necessary for the first two letters to be commenced on Monday, although that is the day named above the first set, on page 144, nor is it necessary that any of those days be set apart for those certain occasions, the letters being commenced as soon as the student is through the lessons of the theory, and has thoroughly reviewed them; the words Monday, Tuesday, etc., like the different months and other particulars of names and dates, being used herein merely to give the shorthand student practice on those words.

The best plan upon which to get the most good in the shortest time from these business letters, is for students to have some one dictate to them only two letters at a time, the student at once comparing his or her shorthand writing with the printed shorthand, noting every deviation therefrom, respecting shading, slant or curvature of characters, size, position, phrasing, etc., and practicing at least twelve times the proper form for each deviation. After this has been done with all the characters of one day's letters, the two letters of the next should be similarly taken from dictation, compared and practiced, and so on throughout the entire course.

Two letters a day are sufficient, with other practice, and they should not be studied beforehand by the student, as it is advisable to ascertain the weak points of the student's writing, which are best discovered by the mistakes made in writing from their own unaided knowledge. If they do not know how to write a word correctly by principle, they can spell it with the letters of the shorthand alphabet, which is a much better way to do than to study the business letters beforehand, for, if they do the latter, they will be writing from memory of sight, which is not the proper way to learn and will not designate a student's weak points.

As soon as any day's letters have been written from dictation, as well as the student can do it without much hesitation, then the student should compare his or her shorthand notes on plan above stated, practicing strictly as directed.

When the entire set is finished, continual review should be practiced upon them until they all can be written without a mistake or different junctures, unless it be some minor point of phrasing. It is just as important to thus continually review these business letters as it is the lessons of the theory, but the review need not interfere with your progress. Continue with the Actual Court Cases as soon as through the last day's letters herein, and review the letters between times, but be sure to so review them.

The student will note that at the end of every day of these letter exercises there is drawn a double line. This is done the next morning when commencing a new day's work, to show that the letters coming after it belong to another day, which is additionally shown by a date separated from the letters below it by a single line, just as each letter is separated from others by a single line.

In these letters we have given the names of the persons to whom they are addressed, as well as the town, state, etc., all written in shorthand, because we desire the student to have practice in all kinds of outlines, but this is not always done in business houses, as in some of them the stenographer is supposed to know the customers' names and the names of most of the correspondents of the firm. The employer generally prefaces a dictation by saying: "Take a letter to Mr. Smith, St. Louis," in which case the stenographer simply writes, "Smith, St. Louis," in his notebook beginning his letter. Sometimes, even the address is not given by an employer, as some of the letters are to firms well known, and the employer may simply say: "Take a letter to Fuller & Fuller," in which case just those names are written by the stenographer in the notebook preceding the dictation; and, if he or she remembers the address in full from previous knowledge, it is afterwards written out in full on the letter without further looking up,

but, if the address is not known or remembered, the stenographer consults possibly the books of the firm, or, later on, if he is wise, he makes himself a little book which contains the names and addresses of correspondents, as they were given him.

Often, however, no names whatever are given, but the letters which the firm has received, are numbered by the employer or stenographer to accord with a number in the book of the stenographer, and then the stenographer, referring to the letter to which reply is made, gets the name and address to type-write on his letter sheet, with his transcribed letter. This latter is the general plan when a letter is to be answered, but when a firm is writing an original letter which is not a reply to any received, then the name and address is given, except in first named instances.

The printed keys to the letters in this part of the book are not arranged in the manner in which those letters are intended to be written on a typewriting machine. In this book, the arrangement of the type is a matter of convenience respecting the size of our pages, the name and the address each being on a line by itself, and "Gentlemen" or "Dear Sir" written in even with the first line of the letter. In actual typewriter work the stenographer should write the name of the party addressed on one line, the party's address on next one or on two lines, while "Dear Sir" or "Gentlemen" should be on a line by itself, in any ordinary sized letter, and only placed on the same line with first line of letter when the letter is an extra long one, and it is advisable to save a line. The illustration on opposite page shows how the first letter on pages 154 and 155 would be typewritten properly.

The names of the days of the week, Monday, Tuesday, etc., are not placed upon a transcript, as they are only put in the shorthand note-book as a matter of memoranda, but the name of the town from which the letter is sent is placed on the finished letter, though not shown in the note-book. Compare carefully every detail of letter in typewriting on opposite page with the same letter on pages 154 and 155.

The student will notice throughout the shorthand plates of this book, that where a sentence ends at or near the right-hand end of the line of writing, the next sentence is commenced about one-half inch from the lefthand margin of the next line, as on last line of second day's letters of page 145, instead of a greater distance, as otherwise necessary when it is desired to show a period within the line of writing. This is done to distinguish between the end of a paragraph and the beginning of a new paragraph or interrogatory sentence, either of which would be implied were the space rule for indicating a period, given on page 111, applied to such instances—i. e., where a sentence terminated at or near the righthand end of the line of writing.



A. B. SMITH

R. M. BROWN

SMITH & BROWN,  
Dealers in  
GENERAL MERCHANDISE  
Branch Offices in all Principal Cities.

Chicago, October 22d, 1884.

Mr. X. Idler,

Hortonsville, Wis.

Dear Sir:

I received a letter this morning inclosing a remittance with the above name signed and the town of Hortonsville, but no State named, and the envelope was marked so poorly by the postmaster, from whose office the letter was sent, that I could not get the State name from that source.

I find, however, there is a town named Hortonsville in Wisconsin, and I therefore send to that town the article desired. If it should happen to reach you, please remember in the future not only to write your name plainly to every communication you send out, but be sure always to give your address in full, including State and county, especially when you send money. This precaution will save you and others considerable inconvenience.

Respectfully,

*Smith & Brown*

(1st day.)

MONDAY, JANUARY 2d, 1870.

*Messrs. Wilson Bros., Burksville, Ala.*

GENTLEMEN:—Please send the statement of unpaid bills which you have against us up to date, and greatly oblige.

Respectfully yours.

*Messrs. Dennison & Lawrence, Dovepark, Clark Co., Ark.*

GENTLEMEN:—We return bill dated February 28, amount \$8.75.

We presume that these goods were bought by the Wiley Mercantile Co.; they were never ordered by us.

(2nd day.)

TUESDAY, FEBRUARY 1st, 1871.

*Mr. J. B. Black, 410 S. 15th St., Oakland, Cal.*

DEAR SIR:—We have received bill of \$24.00 for advertising in Oakland Telegraph, and presuming it to be all right, have paid it.

Please let me know by return mail, if it be correct.

*St. Joseph's Savings Bank, Denver, Colo.*

GENTLEMEN:—The enclosed bank book and documents were picked up in our store to-day. Will you please see that they are returned to the owners, as we do not know where to address them?

Very truly yours.

(3rd day.)

WEDNESDAY, MARCH 3rd, 1872.

*Messrs. T. Lewis & Son, Box 1213, New Haven, Conn.*

GENTLEMEN:—We enclose letter from party in New Sharon. We have sent him catalogue and referred him to you for prices and terms.

Hoping that you may be able to secure his custom, we remain,

Yours truly.

*Mrs. Christine Martin, Rockland, Del.*

DEAR MADAM:—We are in receipt of notice from the American Express Co., stating that the package sent you of laces and embroideries is at their office in your town unclaimed.

Please oblige us by calling on them for same.

(4th day.)

THURSDAY, MARCH 4th, 1873.

*Messrs. Wilson Bedloe & Son, Freeport, Fla.*

GENTLEMEN:—We have received several orders from local customers for you. - What are your best discounts?

Please notify us and we may give you a trial order and perhaps do considerable business with you if prices are right.

*The H. B. Howe Co., Savannah, Ga.*

GENTLEMEN:—Goods ordered on the first instant have been received, and must say that we are very much surprised and disappointed in them. The stock and finish is very poor and we cannot use them at any price. They are nothing like samples shown us. What shall we do with them?

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(5th day.)

FRIDAY, APRIL 5th, 1874.

*Messrs. Bissett & Co., 25 Nattan St., Chicago, Ill.*

GENTLEMEN:—We have your letter of the 3d instant, and note contents. We sent the seventeen cases of goods to the Indianapolis parties as directed, and forwarded them also the bill of lading.

They have undoubtedly received them before this.

*Mr. A. R. Johnson, Memphis, Ind.*

DEAR SIR:—We have your favor of the 4th instant, ordering shade rollers, and have shipped same to-day.

We cannot send with them the full assortment of brackets named, as some of the sizes are out of stock, but we will have them in a few days, and will forward them to you then. Yours truly.

(6th day.)

SATURDAY, APRIL 6th, 1875.

*Messrs. Hanford & Sons, Limited, Waverly, Iowa.*

GENTLEMEN:—Your favor of the 5th instant, and also sample brush at hand. The brush apparently is well made, and we shall be pleased to try same. While your price is above what we are paying, yet it is possible the goods are a little better. If we so conclude, we may at an early date try a sample gross of your goods.

*Martin H. Green, Esq., Garnett, Kas.*

DEAR SIR:—Your note for \$100, due March 26th, has been sent to the First National Bank for collection, and returned endorsed, "No funds." We regret this very much as we need the money, and shall be pleased to have some explanation of the reason you have in not paying this note. We shall expect remittance by return mail. Respectfully.

(7th day.)

MONDAY, MAY 10th, 1876.

*Messrs. Planchett & Nephew, 4221 25th St., Louisville, Ky.*

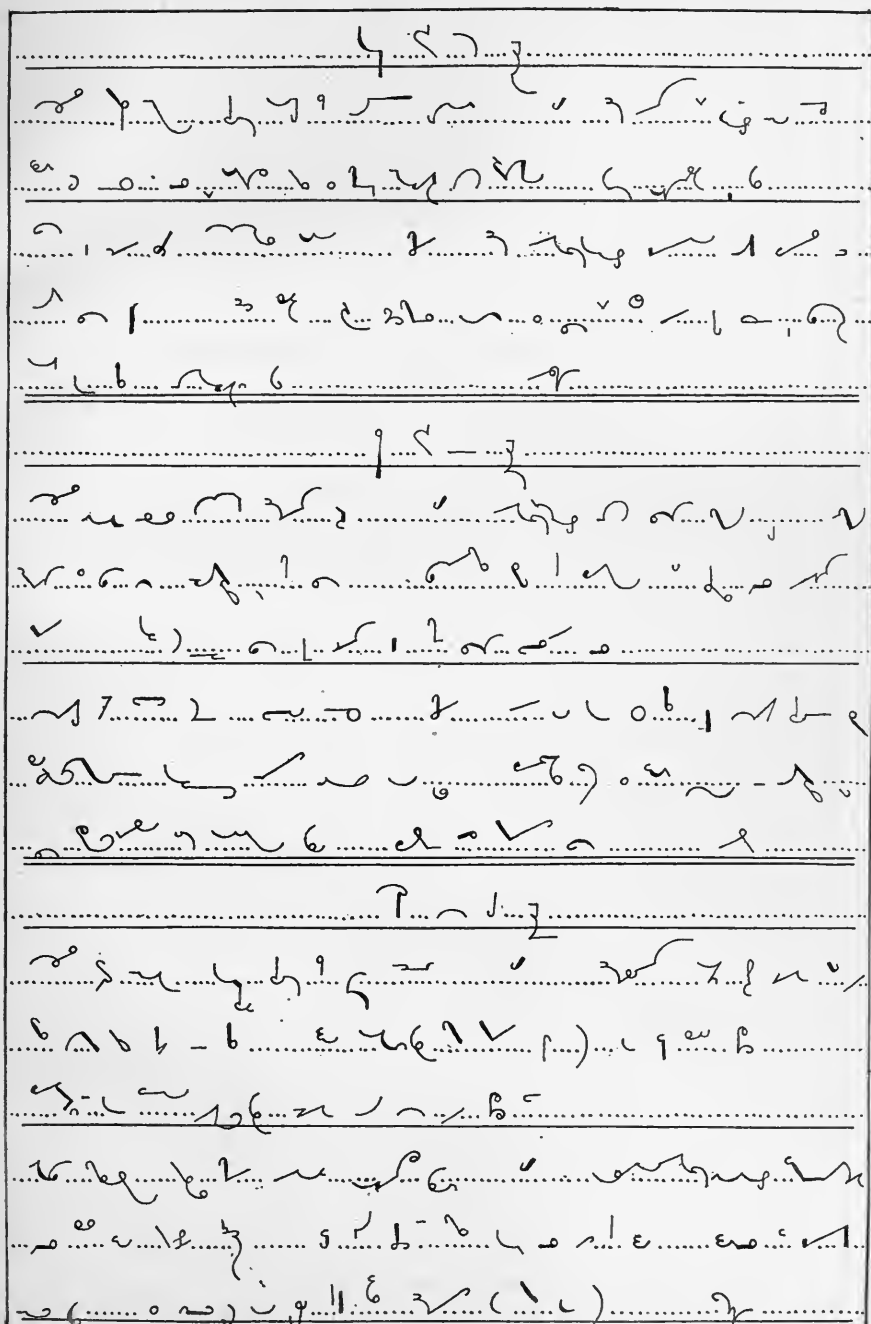
GENTLEMEN:—We have received your letter in which you state that hereafter all of our bills will be post-dated sixty days. We were not informed of this fact by our buyer until yesterday, after we had sent you settlement.

We are obliged to you for calling our attention to this fact, and hereafter shall make our settlements accordingly.

*The Farwell-Parsons Co., P. O. Drawer 391, New Orleans, La.*

GENTLEMEN:—Answering your favor of the 9th instant, we beg to reassert that the goods sent us were not up to the standard, and we cannot use them. We do not wish a discount on price, for the goods are not what we want. We want the goods we ordered and none others. As you gave us no instruction what to do with these, we have returned them by freight yesterday.

Very truly.



(8th day.)

TUESDAY, MAY 11th, 1877.

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*Messrs. Lewis Carson & Co., 89 Franklin St., St. Paul, Minn.*

GENTLEMEN:—We have your letter of the 10th instant returning our statement and check, and stating that your terms are strictly 7-10 or 6-30.

In reply we beg to say that we bought these goods of your agent here upon the following terms: "7-10, 60 days dating." The extra 1 per cent. is for the sixty days' interest.

We therefore return the check herewith. Respectfully.

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*Mr. Samuel Hanson, Saco, Me.*

DEAR SIR:—On weighing the feed billed to us on your invoice of the 8th instant, we make it 4,125 lbs., which is 25 lbs. less than your invoice above referred to makes it.

We do not know whose scales are correct, but hereafter, to save trouble, please have weigher's certificate attached to all the feed you supply us with, and greatly oblige.

Respectfully.

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(9th day.)

WEDNESDAY, JUNE 12th, 1878.

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*Mr. James Lane, Box 9403, Boston, Mass.*

DEAR SIR:—Replying to your letter of the 10th instant, we have looked through our books to find some record of the purchase to which you refer, but find nothing of the kind.

From this we presume it was a cash purchase, in which case, in accordance with our custom, the sales slip was inclosed with the goods, and it would be necessary for you to send us the slip to locate the purchase.

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*Mr. William A. Hopkins, East Saginaw, Mich.*

DEAR SIR:—I send you herewith a blank form of report, which I wish made out by you in full and sent to the superintendent's office daily. You will note the word "time" at the bottom of the page, and a place to mark the time when you send this to the superintendent's office. Also the time it is received there. This is done to insure prompt delivery. We have had several complaints of late of cars not getting around on time, and hope in this way to avoid it in future.

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(10th day.)

THURSDAY, JUNE 13th, 1879.

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*Miss Dora Weir, 5918 Hanlon St., Baltimore, Md.*

DEAR MISS:—In further reply to yours of the 30th ultimo, in reference to the third installment, we have written to Mr. Evans, and he acknowledges that you paid him. The contract which we hold from you makes the installments payable at this office, and we do not want you to make any further payments to anyone outside of this office, as we will not be responsible for remittances made to other parties than ourselves. Hoping there will be no future misunderstanding, we are, Yours truly.

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*The George J. Grimm Co., Glendale, Miss.*

GENTLEMEN:—Replying to your favor of recent date, we beg to say that we do not object to signing the contract sent us, provided you will except the clause which states that: "We have not sold," etc., as we are free to admit that during the present year we have in numerous instances given our best discounts to parties buying in smaller quantities than one gross. Hence, it will, in this case, be necessary to apply the old adage, "Let bygones," etc. Very respectfully.

(11th day.)

FRIDAY, JULY 14th, 1880.

*Drs. Q. & E. Venner, 59 Paternoster Row, London, E. C., England.*

DEAR SIR:—I have sent you by to-day's mail an electrotpe of the inclosed copy of advertisement, which please insert in your paper for one month as per your quotations of recent date, for which I inclose check.

Please, by return mail, give me rates of one year's insertion of this cut, upon receipt of which, if satisfactory, I will send you contract for one year's insertion instead of one month.

Awaiting your reply, we are,

Most faithfully yours.

*M. Zabrisky & Co., Dallas, N. C.*

GENTLEMEN:—We have your note of the 13th inst.

Our experience in sending out goods by express without prepayment has been unfortunate. In so many instances they are returned to us and we are compelled to pay express charges both ways that it makes the business as a whole unprofitable, and we have abandoned it. If goods are not as represented by us, we are always willing to exchange them and make them right, but we must insist on payment in advance, particularly where these goods are to be taken from a piece and the value of them very much diminished by doing so. Respectfully yours.

(12th day.)

SATURDAY, JULY 15th, 1881.

*The Patent Ramrod Mfg. Co., Montgomery City, Mo.*

GENTLEMEN:—Absence in Philadelphia has prevented an earlier reply to your favor of the first of May, received at Chicago a few days after I had started for Philadelphia.

I shall be pleased to form the acquaintance of your manager when he arrives in Chicago, and to discuss arrangements and hear what you may have to say additional on the subject stated in my former letter.

Whether I can make any arrangements in reference to your ramrod machinery or not, you are at liberty to use any portion of my letter as a testimonial that you may care to.

*Messrs. W. & V O. Fettler, Jacksonville, Ore.*

GENTLEMEN:—Yours of the 13th inst. received and noted. We have made all entries to bring our ledger to conform to yours. In regard to the





two accounts of Johnson & Co. and F. C. Duvall we are not quite clear. The Johnson & Co. error must have occurred in April, and was carried forward into next month's balance sheet.

As it appears to be an error in posting, we yet fail to see how you could fetch the May balance. Please itemize these errors and the counter errors of 14 cents.

Your early attention will oblige.

(13th day.) MONDAY, AUGUST 20th, 1882.

*Mr. F. Cecil, Maysville, Grant Co., W. Va.*

DEAR SIR:—I gave Haas & Co. an order to-day for linen as per inclosed list. You will also perceive I bought sheeting from them. We compared samples with those you sent, and thought their's the better. If you know of any lower prices at which any of these numbers have been sold, try and get ours just as low.

Stir Bernard Ulman people up about our goods. We need everything ordered badly. Ship by express.

Let me know Berner's price for plaid cottons, 29 to 30 inch widths. I buy here at 8 $\frac{1}{4}$ . I want a case of one style they have if I can secure it.

*Messrs. P. Elverson & Nephew, Lock Box R, Montreal, Canada.*

GENTLEMEN:—Acknowledging your favor of the 16th, which has just come to hand on account of its having been directed to Chattanooga, would say that we would be pleased to quote you on sash-weights in 5,000 or 10,000 pound lots at \$19.50 per ton, F. O. B. here; in carload lots of 15,000 pounds, \$19, F. O. B. here.

We make a large variety of weights in sizes, and those with a handsome and perfect eye. We have sold quite a good many in your territory, and would be pleased to fill your orders for such a quantity as you may desire.

Hoping to hear favorably from you at an early date, we remain,

Respectfully.

(14th day.) TUESDAY, SEPTEMBER 21st, 1883.

*C. Naylor, Esq., Box 49, Salt Lake City, Utah.*

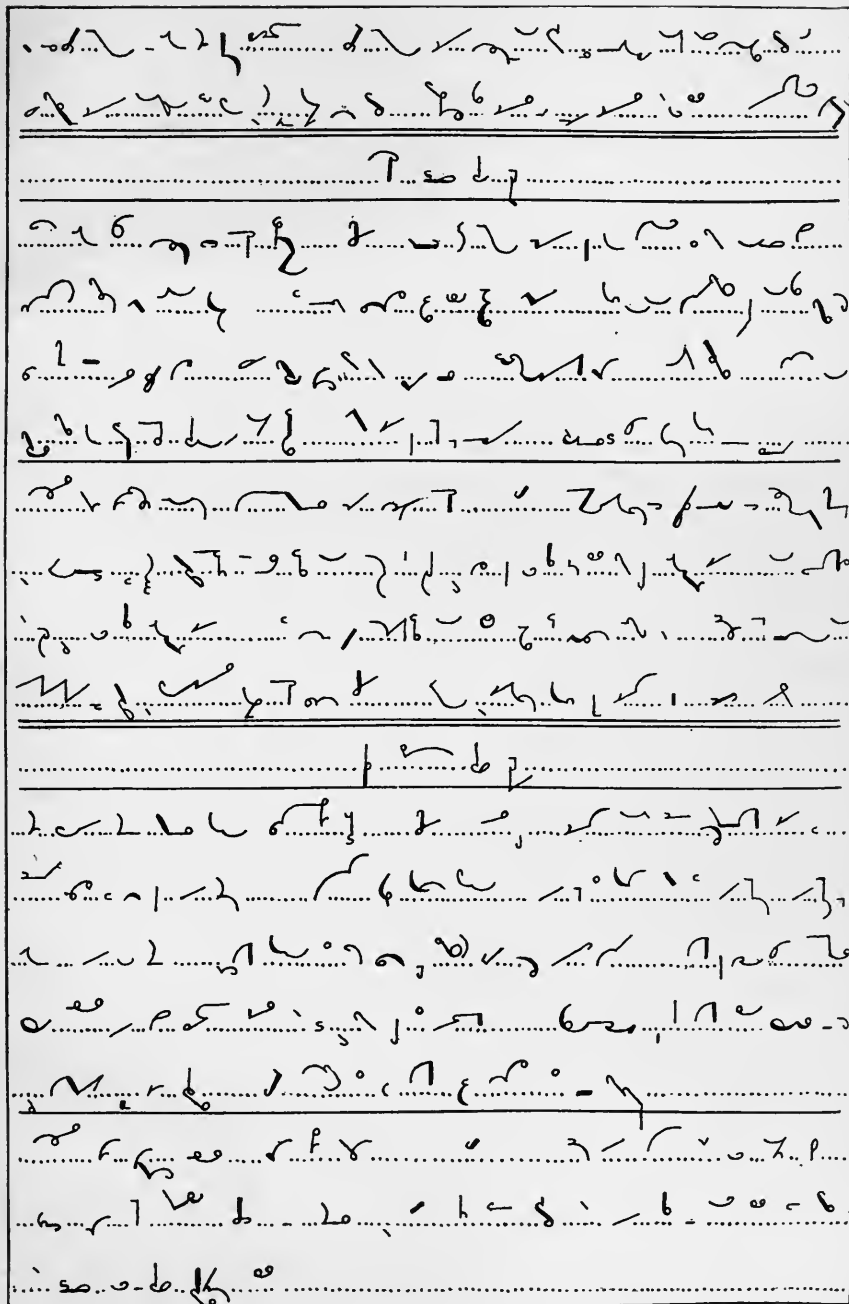
DEAR SIR:—Yours at hand. Early in the week values of pig lead here were weaker, and sales were made at 3.75. Latterly there is a firmer feeling; 3.80 is freely bid, with 3.85, 3.87 $\frac{1}{2}$ , 3.90 asked.

The amount of lead offering is very small, and it would not surprise us to see higher values rather than lower.

Lead at London still continues strong, and since our last circular a rise of £1 per ton is recorded. There is no question now but what lead is in strong hands and £15 will be reached before a halt takes place. The general impression is that lead, with other metals, is good property.

*Messrs. L. Ulberman & Sons, Oil City, Penn.*

GENTLEMEN:—We have your letter of the 19th in which you state that you can not allow 8 per cent. discount, and ask us to remit what you call a balance of three dollars and nine cents (\$3.09) on our bills of August 19th and 21st, duplicates of which you have sent us.



The terms of the above bills are written thereon—seven off, ten, sixty days dating. The extra 1 per cent. charges in your statement is for the sixty days' interest for prepayment. If you are not willing to allow interest at the rate of 6 per cent. per annum for prepayment of *post dated* bills, please advise us, and hereafter we will not remit until maturity of bill.

(15th day.) WEDNESDAY, OCTOBER 22d, 1884.

*Mr. X. Idler, Hortonsville, Wis.*

DEAR SIR:—I received a letter this morning inclosing a remittance with the above name signed and the town of Hortonsville, but no State named, and the envelope was marked so poorly by the postmaster, from whose office the letter was sent, that I could not get the State name from that source.

I find, however, there is a town named Hortonsville in Wisconsin, and I therefore send to that town the article desired. If it should happen to reach you, please remember in the future not only to write your name plainly to every communication you send out, but be sure always to give your address in full, including State and county, especially when you send money. This precaution will save you and others considerable inconvenience.

*N. Smith, Esq., Fargo, Dak.*

DEAR SIR:—The popularity of our Impervious Packages has induced others to offer for sale packages represented to be the same as ours. All Impervious Packages made by us are fully protected by U. S patents, of which we are sole owners, and are the only Wood Packages that can be so prepared as to be impervious to oil without infringing on our patents.

In all cases of infringements, dealers, users, and manufacturers are alike liable under the law. Therefore, for your own protection, we respectfully caution you against all Impervious Packages represented to be the same as ours; also against infringements on any of our patents.

See that all Impervious Packages offered you are made by the Impervious Package Co., and bear their name. All others are imitations or infringements.

(16th day.) THURSDAY, NOVEMBER 23d, 1885.

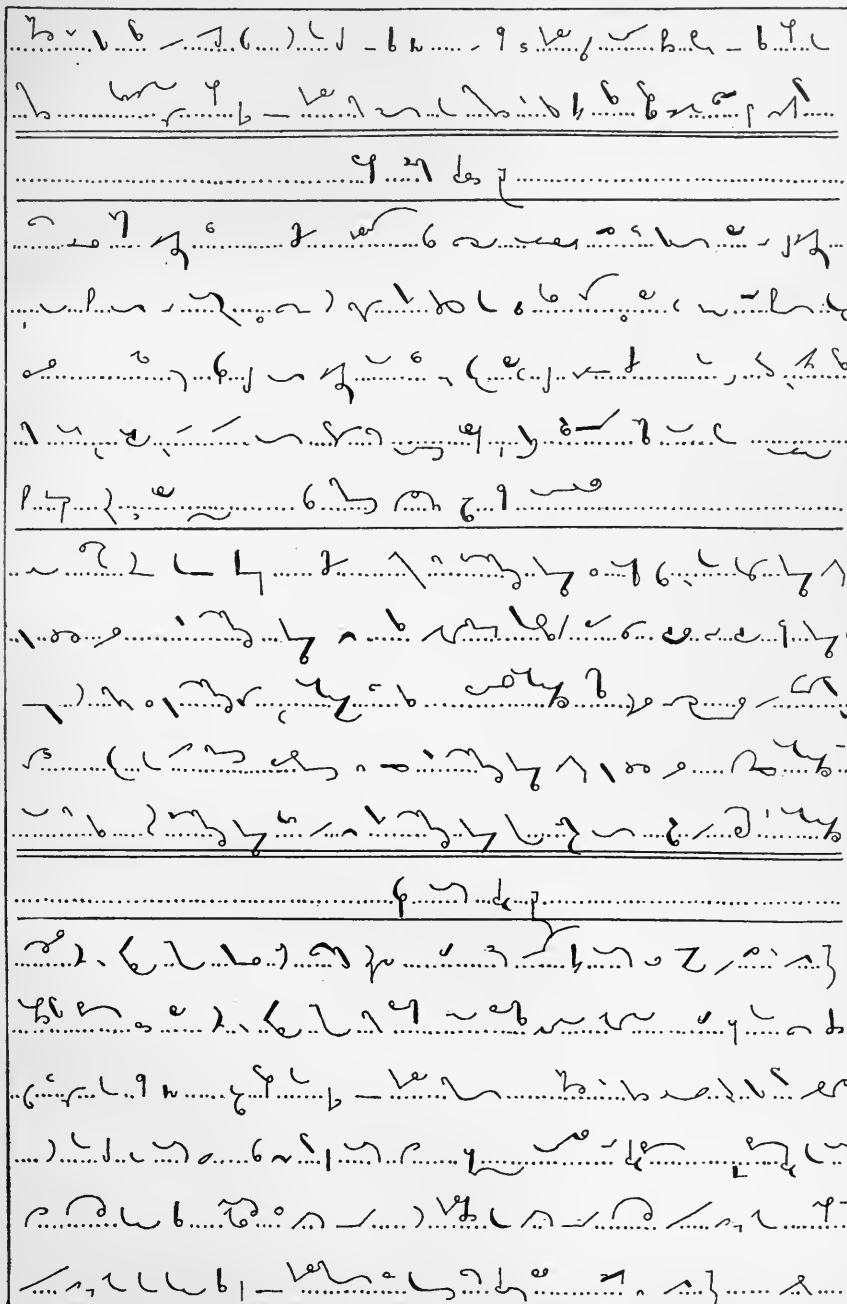
*Messrs Z. I. Gypson & Co., Box S, Melbourne, Australia.*

GENTLEMEN:—We have your letter dated November 19th acknowledging your remittance of \$32.87 in settlement of bill of September 2d, signed "Z. I. Gypson & Co., per Snyder," and in Snyder's hand-writing the following:

"Gentlemen:—You took off more discount than we allow for extra dating. After this please take off at the rate of 6 per cent. per annum."

The terms of payment endorsed upon the above bill are as follows: "7 off 10 after Nov. 1st." This made the bill due Nov. 11th. You had the money in your hands on the 23d of September.

Deduct Sept. 23 from Nov. 11 leaves 49 days. The face of the invoice is \$35.63. Seven per cent. discount from \$35.63 leaves \$33.13½. The interest on \$33.13½ for 49 days at 6 per cent. per annum is a fraction over 25 cents. We remitted you \$32.87. Respectfully.



*Rev. D. E. Yorick, El Paso, Texas.*

DEAR SIR:—Inclosed you will find a postal-card which I have received and sent circulars to. At the same time I wrote to the party giving your name as my Texas agent. It would probably be best for you to write to, or call upon him and see if you cannot obtain his order. He should at least have a set of your circulars.

Have you got the copy ready yet for the special circular you were thinking of getting out? You may have it printed in your town, but be sure to send us a few copies of it, that we may keep track of what is being done in Texas, and place same on file.

We think you are making a mistake in making special use of the No. o circular in preference to the No. 453, but as you are on the ground and get a better chance to feel the pulse of the business portion of your State than we do, we suppose you are in a position to know best.

Let us have your weekly reports promptly, and oblige.

(17th day.) FRIDAY, DECEMBER 30th, 1886.

*Misses K. & L. Armour, Marion C. H., S. C.*

MESDAMES:—We have the inclosed statement in which you request us to "kindly note terms on invoice."

You will observe by the duplicate invoice which we inclose that these goods were bought 2 off 10, as of Oct. 15, making the bill due Oct. 25. We remitted for the goods Sept. 23, deducting the 2 per cent. commission, and a  $\frac{1}{2}$  of 1 per cent. for interest for the thirty days.

Would it not be a better plan for you to note on the page of your ledger on which our account is inscribed the terms upon which you sell us our respective bills, and thereby save us the trouble and annoyance of looking up these matters, only to find that they are settled correctly?

In looking up this bill, however, we find that there was a charge of \$1.80 for packing-cases which was overlooked by us and not deducted from the bill. This amount we charge back to you and will deduct from the next purchase. Respectfully yours.

*G. U. Kline, Esq., Mt. Holly, N. J.*

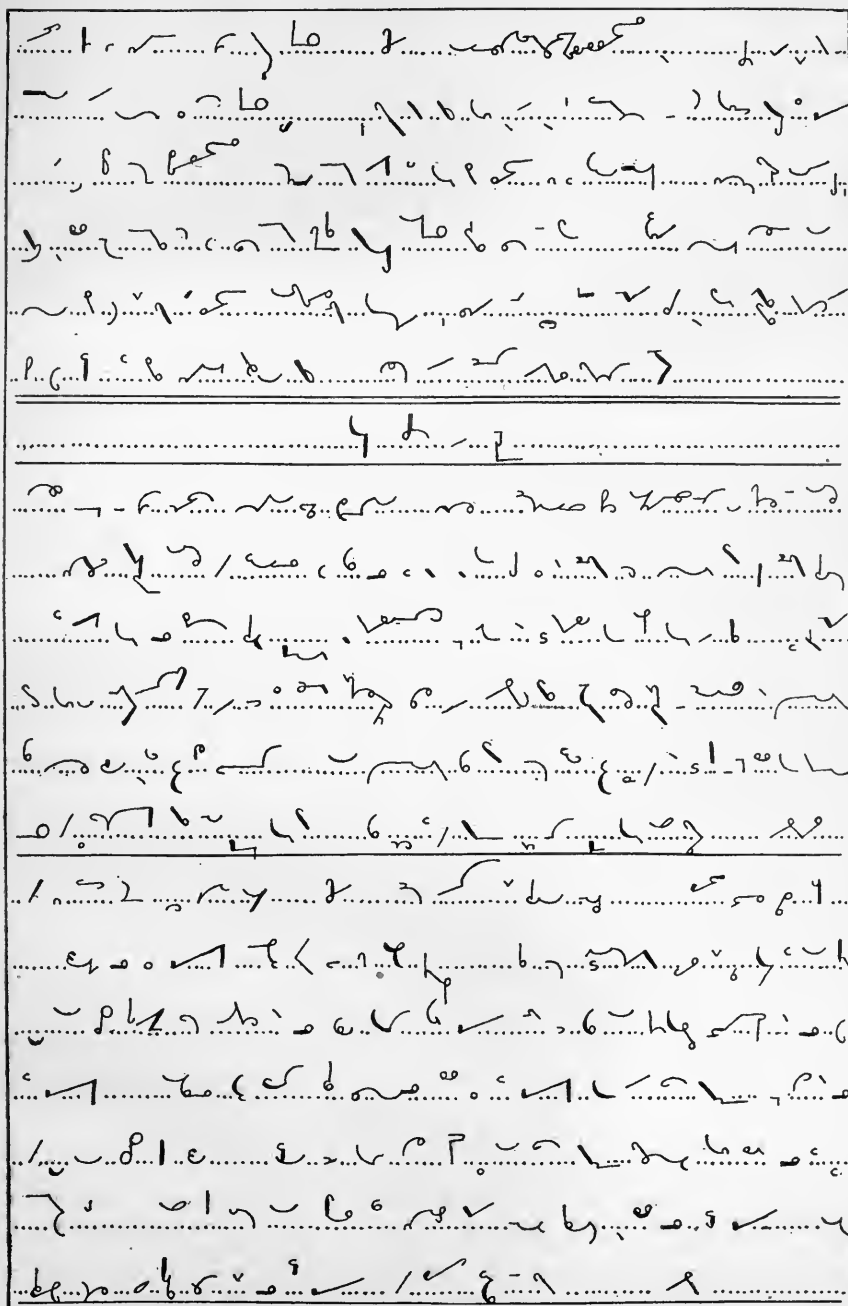
DEAR SIR:—We have your letter of the 29th, and note contents. We regret the occurrence as much as you do. We wanted the goods as ordered because they were cheap, and our trade needs them at the present time.

It is, however, one of the invariable rules of the house, from which we never depart under any circumstance whatever, to reject every shipment of goods that is not fairly within the order, and particularly where there is any attempt to force upon us a greater quantity of goods than we ordered.

In this case there were nearly twice as many goods sent us as we ordered from your Mr. Bach, and a line of goods which under no circumstances do we want.

We do not know where the fault lies, whether it was in Mr. Bach presuming that if you sent the goods we would keep them, or not.

Next time you have any dealings with us you will understand better, and know that it is no use to send us goods we do not order. In fact it is worse than useless, as it defeats the sale of the goods we did order, which we return with the others on principle. Respectfully.



(18th day.)

SATURDAY, DECEMBER 31st, 1890.

*Mr. Y. Otterly, Jr., 9314 Broadway New York City.*

DEAR SIR:—We have your letter of the 28th and note contents. It would be a useless bother and trouble for us to keep a bank account in New York. If New York merchants would rather have checks on New York in payment of our bills, it would be much easier for us to send them the drafts of our bank here on New York for payment of their bills.

We send our own check as a matter of convenience, and it is all nonsense for people in New York to claim that our checks on our bank here are not current in New York, or that they have to wait until payment of those checks before the amounts are passed to their credit.

There has not been an hour since the firm of Jones, Doyle & Co. commenced business that exchange on New York has not been from ten to fifty cents on the thousand dollars discount at our banks here in Chicago, and when the merchants with whom we deal tell you that a bank in New York will refuse to take a check from Chicago on deposit, which is worth from one-tenth to one-half per cent. premium in New York funds, it is simply absurd.

When you take into consideration that every bill of this firm is settled every Monday morning, averaging less than four days from the time the goods are received, it ought to be a satisfactory method of dealing to the merchants in New York, and if not, we can manage to buy in Chicago.

*Mr. S. Quarterman, Montpelier, Vt.*

DEAR SIR:—Your favor of the 26th instant at hand; also the newspaper. The article is partially correct. This company has increased its capital stock to \$725,000, and bought out the Salt Lake City and San Francisco owners of the mine.

The writer's interest was merged into the present company, who now own and control the mine.

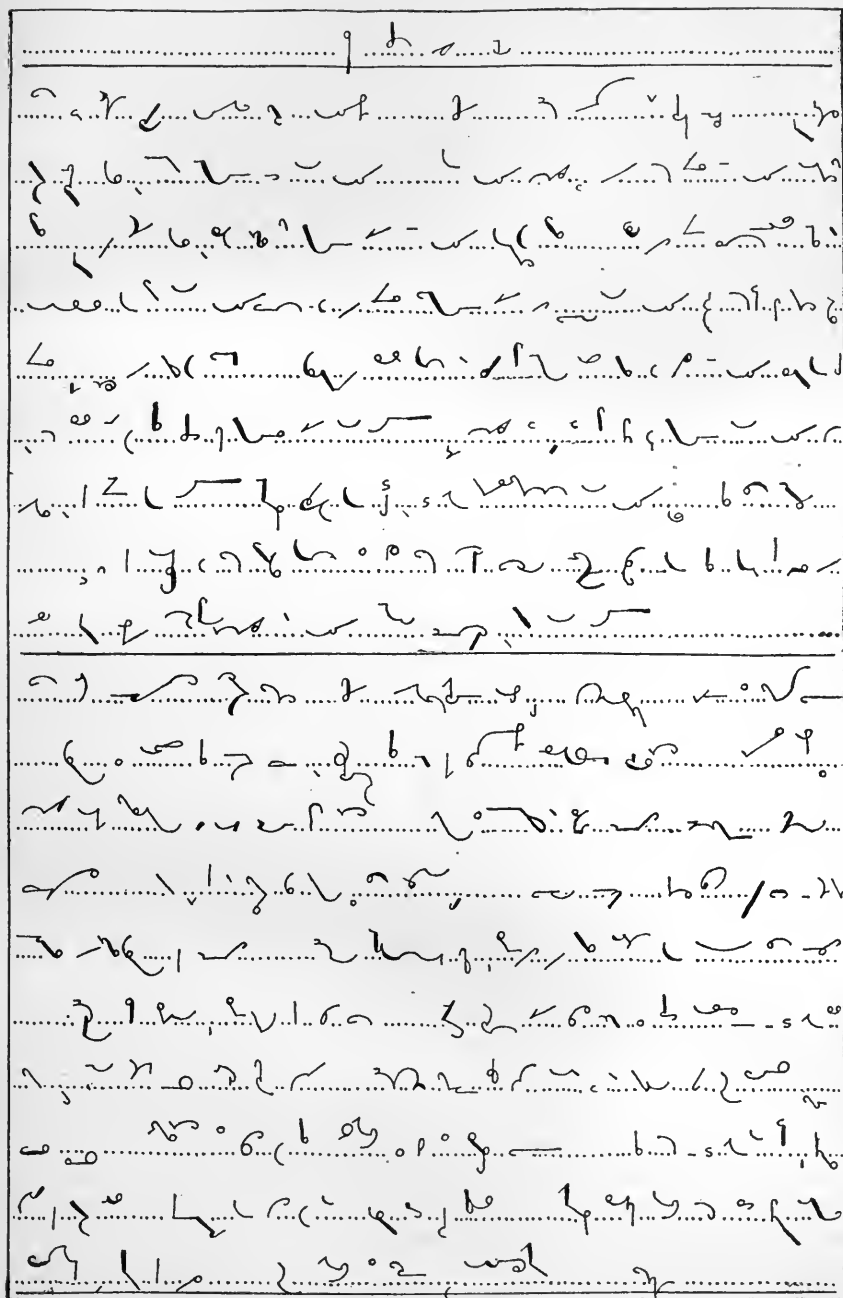
The company is composed of St. Louis, Akron and Hamburg, Germany, stockholders. Up to the time of purchase, this company was simply the selling agent. Col. Conger, Thomas Welch, Judge Grant, and C. P. Cobbs are of the members of this company at Akron. We have no idea of forming a trust, but expect to run our business independently from any other similar concern.

We have been doing considerable exporting, but expect to push it still more. Egyptian Asphaltum, here as well as abroad, has declined in consequence to six and one-half cents per pound, and in isolated cases, even a trifle lower. We have also made practical tests lately in the way of paving, which have, so far, in all cases proved a glorious success.

The price of the mine is \$111,000; the size of the fissure as stated is substantially correct.

It is five and one-half feet wide, but tapers gently at both ends. It can be worked for eleven thousand feet, for it has been opened at that distance. The deposit is in a true fissure-vein, consequently it will probably not be known in our life-time how deep it runs. So far the fissure is vertical, without any indications of the dip. Very truly.





**ACTUAL COURT CASES.**

A great many young shorthand writers hesitate to enter the field of law reporting, and even to accept an occasional case when offered them, for fear their lack of knowledge of law forms will prevent them from producing a transcription satisfactory in form, and they also sometimes hesitate because they fear they will not know how to proceed upon entering the court room.

The ranks of the court reporters are, therefore, because of this fear, mostly made up of young people who first assist an experienced law reporter, or they come from the army of young clerks who are employed in law offices as amanuenses or law students. This latter class become familiar with court proceedings through their office connections, and what is simple to them in legal proceedings is often a matter of a great deal of mystery to the ordinary aspirant for legal phonographic honors.

As the author of this work had to struggle against this fear, he has thought it worth while to explain away in this book all the supposed difficulties, so that a student of this book will know exactly, in his very first case, how to correctly proceed without ever having seen a court room or a legal form.

Prefatorily speaking, these things are all a matter of common sense—scarcely more—and there is just as much difference of opinion among lawyers in regard to style in transcription, and just as many degrees of ignorance among them as in any other vocation, from brick-laying up. Therefore, when an inexperienced stenographer is asked if he will report a case, there is no need of his refusing, if he has the speed and the time at his disposal. If he can write 120 words a minute from new miscellaneous matter, he can report in full ninety-nine cases out of a hundred occurring in any court. The difficulties of court reporting are greatly magnified. It is very often easier than some office shorthand work.

With this necessary preparation, therefore, he can confidently accept the case, and, having ascertained date, hour and place where the trial is to be held, and the name of the case, he needs no more information until the day set for the trial or hearing. On that date, unless he is to accompany the lawyer from the latter's office, he should be on hand a few minutes before the time set for calling the case. The court and counsel are seldom on time themselves, but the new reporter had better be, and the later the others are, the more time the new reporter will have to become accustomed to his surroundings.

## THE REPORTING.

Having entered on time, the reporter should, if the trial is to be held in a court room, take his place at one of the tables within the enclosure, as near in front of the judge's desk as possible, just under it in fact unless that is reserved for some officer or clerk, etc., and, as soon as the lawyer who has hired him, enters, he should ascertain from that lawyer if possible, the names of the different counsel who are to be employed on that case, as well as the exact and full title of that case. Such a request is no evidence of a lack of knowledge of law proceedings, but will rather be considered by the lawyer as an evidence of your desire to please him by wording the title after his preferred style, if he has any, and by it you will learn a proper legal form, which will enable you to, although ignorant of all legal forms, gain that much knowledge.

We present such a form on page 174, of which we will speak later.

Do not hesitate to ask any questions of this kind, putting them, if you prefer, in a way that will convey the impression that you simply want to please, not that you need the information, although, as a matter of fact, a wise man never fears to ask for information.

You should be sure to obtain the name of the judge, the name of the court, the number of the case, the term of court, the names of plaintiff or plaintiffs, defendant or defendants, parties which have at times different titles. For instance: The plaintiff may be the Commonwealth or may be called The People, or, in probate cases, the contestant or contestants; while, in cases of appeal, the party appealing is called the complainant or appellant, in which latter case, the other side would represent the appellee. These are terms which will be more readily understood at the time of a trial, than here. In criminal cases, you must also get the name and address of every juror, as they must necessarily be given in the title to your transcription.

All this information should be obtained, if possible, before the case is on, though some of it may be gotten at intervals, or directly after the case, but it must be had before a correct transcription can be made, and the name of the counsel, or any person taking part in the case, must be known before they speak in the case, else you will not be able to write their names in your note book properly before their remarks, which must be done. Your lawyer can best give you the information, excepting the names of the jurors, which you should get as they are chosen in your presence or afterwards of the clerk or from the court records.

Having obtained as much information regarding title of case, etc., as can be obtained before the case comes up; then, by sitting no farther

removed from your lawyer than possible, you can ask him to point out those different individuals whom he knows about to take part, at least the lawyers engaged in the case, and then you should observe them closely, note their different intonation of voice, their location at the tables, and anything else that will serve to fix their voices and personalities in your memory, so that, when one asks or says anything, during the progress of the case, even though you may be looking at your notes, you will know who is speaking, and get his name properly before his remarks in your note book, for you cannot depend upon your memory to put a name down afterwards, and there are sometimes a great many interruptions in a case, one lawyer often interfering during the examination of a witness by another, and you will have to know in an instant who is speaking, so that the transcription will present it properly.

When the witness takes the stand, you must be sure to catch his name properly, and the spelling of it as well, bearing in mind that you have some rights in that court room as well as other people: that you are there for business and your business is to make a correct report, to which end the judge, counsel, and witnesses must lend their aid. Therefore, no matter if everybody else understands who the witness is, that does not preclude you from asking for information, if you do not yourself understand whom he or she is, and you must ask the witness either to speak louder in pronouncing his or her name or to spell it for you, or both, as may be necessary. You have a right to know these things, and should not permit any false modesty to keep you from obtaining the information, when needed, though, as a rule, what the lawyers hear you can.

When a witness is called, his name is generally spoken by the counsel or crier, but after he is sworn, he is also asked his name, so, while you may not get it when he is being first called, you will have this second opportunity (when he takes the stand) to get his name, but you must get it then in full, and perfectly, as well as any other answer of his which is given during the course of the trial. You must hear all evidence, and if you do not hear it distinctly, any portion of it, either question or answer, you have a right to ask for its repetition, and if you are going to do justice to the person who employs you, it is your duty to do this. It does not matter how many official stenographers are present, they will not help you, and, sometimes they may take pleasure in doing just the reverse. Many of them cannot make a verbatim report—holding their places by political influence solely, and possibly could not help you, as many cases the court does not require to be

transcribed, even though your employer may desire a transcription. In any case, you should conduct yourself as if it all depended on you. No matter how unskillful other reporters may be, you should aim to make an absolutely verbatim report.

Just here it is well to state, though perhaps rather disappointing for those aspirants to know who have a high idea of the profession, that there are very few strictly verbatim shorthand reporters in the world, either in courts, conventions or legislative assemblies, notwithstanding the large number that are supposed to be so. The author has, in courts, conventions, and legislative assemblies, sat beside many experienced shorthand writers, with world-wide reputations, writing all the popular systems, and, following their pencils with his eyes, has never yet seen one of them make a verbatim report where great speed was necessary, while he has seen them omit words frequently and sometimes entire sentences, which they could not get, they depending on the impossibility of any one detecting the omissions in their transcription; because even a writer, much less a speaker, can not remember all the words he or she uses, and hence would seldom discover an omission. Those professionals themselves laughed at these things, when the author pointed out the discrepancies in their notes, for it is such a common matter, and systems are generally so faulty, that many members of the profession have lost all faith in a sufficiently rapid system of shorthand to meet all emergencies.

This was, however, always a matter of serious concern to the author, and it is to these known deficiencies in all other systems, even in the hands of the greatest stenographers of the age, that HAVEN'S PRACTICAL PHONOGRAPHY, with its possible speed of over 300 words a minute, greater than any ordinary rapidity of human utterance, owes its existence, presenting the only system of shorthand available for every purpose and every occasion, and with the legibility of print if correctly written.

As an illustration of how defective are all other systems of shorthand, and how impotent many of the supposed-to-be best reporters of the country are, where great speed is required, there happened, in a certain important case, in a certain city, to be employed three long experienced reporters, whose reputations were national in character, the supposition being that they had no superiors whatever in their profession. Their experience extended over thirty years in each case; two of them had been legislative reporters for much of that time, one in Congress and another as official reporter for a certain state legislature;

while each were long practiced in courts and had possibly covered every field of work in their time. They presented in themselves the highest possibilities of the Pitman, Munson and Graham systems, and each happened to be hired by different parties to the suit in question. One was, and had been for years, the official shorthand reporter of the court in which the case in point was tried, and of course was reporting for the court at the time. The other two were respectively engaged by the plaintiff and defendant, neither of whom cared to rely on any stenographer not solely employed for that occasion by themselves, so important was the case. None of the lawyers doubted the skill of either of the stenographers, for there were no better known, but they each desired to run no chances of treachery—they preferred to possess their own transcription.

Unfortunately for those stenographers whose weak points were thus discovered, the lawyers of one side were not satisfied with the decision of the court, the case was appealed, and the testimony therefore ordered written up, it being done in this case separately by each. So much was at stake in this case that the lawyers studied their transcriptions very carefully, and each side, in their briefs, quoted from their separate transcriptions such entirely conflicting statements of witnesses, that the judge ordered a comparison of the three separate reports to be made, resulting in the discovery that no two of them were alike in every particular; each had made many omissions of a different nature, and in some instances what should have been the same paragraphs were astonishingly varying. The three separate transcriptions of the noted and expensive stenographers could not even be dovetailed to make a complete report, and the case had to be re-tried.

This is no exaggeration, but an unfortunately true illustration of the condition of nine-tenths of the most skillful members of the stenographic profession today, a condition which only the universal adoption of this PRACTICAL PHONOGRAPHY can change. In other words, there are very few verbatim reports made with the crude systems of shorthand that are in use. The ordinary official court stenographer depends too much on the fact that the testimony is generally too bulky for anybody to wade through it sufficiently closely to discover omissions, and that most witnesses cannot remember all they have said. Furthermore, that it often does not make any difference unless the case is appealed, for otherwise the evidence is not written out. But this course will not do for the stenographer with a reputation to make, and though others have shortcomings, the ambitious should not indulge

in such false security, but should be pains-taking and see that an exactly verbatim report is made.

Questions and answers should be clearly shown in the reporter's notes, the names of the questioners being written outside the perpendicular marginal lines of the note-book paper written on, as shown in our shorthand court pages; the question following it, and the answer commenced a good distance from the question, the writer not permitting any answer to run back over one-half the distance of the paper, no matter how many lines it would require. When a lawyer's name is written once to a question it need not be written again, while *he* is questioning, but when another person interrupts him, then the name of the party interrupting, whether court or counsel, should be shown in the margin, and then before every interruption made or whenever a new person speaks, that person's name must be written before his remarks, but need not be written again unless an interruption occurs.

If you write the name of the case and other particulars in shorthand on your book or paper, before commencement of the case, you can write it almost anywhere commencing with the margin as shown in our shorthand plates, but when such information is written out in transcribed form, observe the forms shown in our type pages opposite our shorthand plates.

Objections can be taken in full or not, as you prefer, and should be written so that they will not interfere with testimony; only remember it is not necessary to transcribe such matter, literally for simply the words "Objected to" and "Objection overruled" or "Objection sustained" as the case may be, are generally sufficient.

The first witness put on the stand, in any case, is always the witness for the plaintiff, and that witness belongs to the lawyer or lawyers conducting the plaintiff's side, or the prosecution, as the case may be; hence, the questions asked by that lawyer of that witness, are known as Direct Examination or Examination-in-Chief and so with any witness, whether for one side of the case or the other, the lawyer who placed the witness on the stand is the one who conducts the "Direct Examination." In other words, the Direct Examination or the Examination-in-Chief of any witness is always those questions asked by the lawyer who places him on the stand, and for the side he is testifying; so that, in any transcription, the Direct Examination comes first after any witness' name. It is the opposing lawyer always who conducts the Cross-Examination, and if the lawyer takes his own witness again and asks further questions, then that is Re-Direct-Examination; and when the

opposing counsel after this asks other questions, that is Re-Cross-Examination. Further questions by the lawyer whose witness is on the stand, would be "Re-Re-Direct," and in the same way further questions by the opposing counsel would be "Re-Re-Cross-Examination, but it is very seldom that any witness goes beyond Re-Direct or Re-Cross-Examination.

When a lawyer simply makes an interruption, of one or two questions, they are not put under a separate head in the examination, but are simply shown where they occur, as on pages 183 and 185 in this book.

The case of the plaintiff is generally headed Testimony for the Plaintiff, or for the State, or for the Prosecution, or for the Appellant, or for the Contestant, according to the sort of case. When that side of the case is all presented, the lawyer for the plaintiff either states that their evidence is closed, or else, which is more likely, they say, "We rest," in which case the plaintiff implies that their case is done for the present. The evidence for the other side—the defense—then begins, and at the end of their case they may state that they rest their case. If the lawyer for the plaintiff thinks they have made a good case, or, have no more witnesses, it generally ends there, and the arguments begin; but, if a plaintiff desires to present additional testimony, then that part of the case is called the Rebuttal and must be so headed; and, if the other side then desires to combat this Rebuttal evidence by further testimony, that testimony in defense is called Sur Rebuttal.

When the evidence is all in, the words "Case Closed," should be written at the end of the report. In that case the arguments of counsel begin, which need not be reported unless the counsel agree to pay you for same, because argument is not evidence and it is only evidence and the decision of the court that counts in a case at law.

The judge's charge, however, if he has not got it written out, should be taken verbatim, or, if having it written, he makes any verbal remarks in connection with it, they must be taken verbatim, but any portion he reads from manuscript, either part or all, need not be taken.

### THE TRANSCRIPTION.

The first thing to be done in making a transcription of evidence, is to make a heading of the form of those shown in the printed pages throughout the court cases in this department of the book, the parties to the suit being stated at the upper left hand corner of the first sheet, but not too near top—say at a distance of about two inches from the top of the



legal cap sheet, commencing the name of the court opposite it, beginning in the middle of the line; on the next line, the judge's name and the case number; then, just as you would commence a letter, write the name of town, state and date on the next line. Near the beginning of the left hand side of the sheet, name the appearances, (that is, the lawyers of each side of the case) on separate lines; then you should make in the center of a line the words "Testimony for Plaintiff" as on page 175, or "for Commonwealth," according to the sort of case, and next line to that, flush with left-hand side of page, state the first witness' name, with the customary words "being duly sworn, testified as follows" or words to that effect, as shown in the different instances of these court cases; then, on the next line, centre a heading entitled Direct Examination or Examination-in-Chief, and on next line flush, the name of the lawyer conducting that examination, and on the next and other lines after that, commence questions and answers a little in from the left-hand end of the lines, each question and answer on a separate paragraph, as in our printed pages, 176 to 220; or the answers in the same paragraph as the question, as on page 175, if you so prefer. But you will find there is more money in making separate paragraphs, for both questions and answers, and, if the transcription is made in typewriting, which should be the case, make the lines wide spaced, if possible, for when done by the folio, a legal cap sheet, whether wide or narrow spaced, is counted as  $2\frac{1}{2}$  folios, each folio being supposed to contain a hundred words, the page itself being counted as 250 words, whether wide or narrow spaced, so there is no need of writing it narrow.

The laws of different states vary in regard to the legal rate for law reporting, and some states have no law at all on this subject. The general price, however, is twenty to twenty-five cents a folio for a complete ordinary transcription, which would be from fifty to sixty-two cents a page. In such instances, a reporter is not expected to charge anything for attendance in court, except at a session where there is no evidence taken at all, or nothing to write out, in which case a good reporter charges ten dollars a day for such attendance, or five dollars for half day, unless the rate is set by law. Sometimes a contract is made with separate provision for time and transcription—that is, five to ten dollars per diem for attendance and ten cents a hundred words, or twenty-five cents a legal cap page, for transcription; the net payment being about the same as 25 cents a folio with no charge for attendance.

This is where one copy only is furnished. Where additional copies of the testimony are desired, and the request for them is made to the

reporter before he commences to write out the case, he is expected to charge five cents a page for each carbon duplicate copy made at the same time that he makes the original copy; but, if an order is given after, and an original duplicate is requested, the price for an original duplicate is generally ten cents a legal cap page. The regular price used to be ten and five cents per *folio* for duplicates; but, at present, owing to the existence of numerous typewriting copying offices, carbon duplicates have been reduced to that price per page.

In making your first page of transcription, be sure to skip a line before the date, also between the date and the appearances, between the appearances and the heading Testimony for Plaintiff, between that heading and the first witness' name, and between the latter and the words Direct Examination, as shown in the type-written example on page 175, and, if you are writing on legal cap paper that has a double line at the left hand margin, such as is seen in our court shorthand plates, let all your writing be placed to the right of that double line; but, if you are writing on a paper with no such ruled margin, you can write the regular width of the machine, starting all questions or other new paragraphs five typewriter spaces (about half an inch) to the right.

Always leave, on all pages, a space about two inches from the top of the sheet, so that when the pages are bound at the top, which is the case with legal cap paper, no writing will be covered. This will also give you an opportunity to render a bill for a larger number of pages than would otherwise be the case. Number every page at bottom.

Whenever there is a break in the testimony, such as shown by the interruption in illustration on page 176, skip a line, whether it be to state an objection or to show an interruption of any kind. Place "Objected to" and similar descriptive words, on lines by themselves, preceded and followed by spacing, in the same way as the instances shown throughout the cases in this book. Always skip a line before a new heading, such as "Cross Examination," etc.

On the second or subsequent day of a trial, it is not necessary to write a new heading on first page of the case. See page 200.

It is best to skip two or three lines preceding the introduction of the testimony of a new witness, if it is put on same page as another's, and so with such portions of the case as "Rebuttal" or "Sur-Rebuttal;" but, if these would occur below the center of the page, it is best to commence them on a new page. The opening of the defense should always be commenced on a new page and generally, though not always, the Charge of the Court.

After all this testimony is transcribed, then you want to prepare a full title page, an index of the evidence, if there are several witnesses, and make a backer for the case, or for each different day of the case, if it be a long one. There are illustrated such a title page and index to evidence, as well as a couple of backers, on pages 172 to 174, of this portion of the book. The title and index are sometimes placed on one sheet, but if the index be very long, the title may be put alone on a page and the index on the next or as many other pages as may be necessary, though such index should be on the same kind of paper as the testimony; the name of the court, date and term being at the top, when the title and index are on the same page. Put the date at the bottom of the page, when the title is alone on the page, the name of the case being in brackets at the left hand center near top and, under that, the appearances, or not, as the case may be; and when the title is thus alone on a page, other little particulars may be added at option, and, if it is a criminal case, the names of the jurors.

The index, whether it is placed on the title page or not, follows the title and contains columns for the witnesses' names, and for the placing of the page number whereon will be found the Direct Examination, Cross Examination, Re-direct Examination, and Re-Cross Examination, in case the testimony should go that far), of each witness.

Where there is a Rebuttal, the Rebuttal follows further down on the regular index, and if the same witness shall have testified both in the general case and in the Rebuttal, that witness' name would appear in both places, and in Sur-Rebuttal, still further down, if he should be there called. See illustration on page 174.

To keep the transcript of evidence clean and intact, heavy stiff board backers, generally colored, are used, which may be obtained of any stationer, or of a type-writer agency, for cases which are so large that they cannot be folded, in which case the title page which we have described must be duplicated on that front board cover, and sometimes where the index to the testimony is short, that is also included on that cover. This may be written with a type-writer or engrossed with a pen but some reporters with a great deal of work have blanks printed which they fill out to suit the case. This, however, is not necessary.

When the case is small enough to allow the testimony to be folded and filed away like deeds and other legal documents, then the backing is made on heavy colored paper, and a brief description of the title only given, as in Figure 2 of the two backers shown on page 172. When the title page is thus abbreviated it must only be when the full title page is

written on the first white sheet within the cover, according to preceding general directions and illustration on pages 173 and 174.

Hearings in chambers or before Masters in Chancery, depositions, etc., should be treated, as far as evidence is concerned, precisely as a case in court, with the exception of the omissions of Plaintiff and Defendant headings, as here such testimony is *ex parte*, and, therefore we do not need any such words as Testimony for Plaintiff to be shown on the transcription, the deposition or evidence simply starting with the witness' name, if there be more than one witness, and, if only one, then simply starting off something as follows: "In answer to interrogatories, the witness deposed and stated as follows;" then, on next line "Direct Examination," and on line after that "By Mr. —," after which follows the questions and answers, as in a regular case; and, when any papers are introduced as evidence, either in these cases or in court, such papers are marked for identification, either by the judge, one of the lawyers, or the court reporter—such marks being "Exhibit 1" or "2" or "3," as the case may be, sometimes naming the lawyer who introduced them, as "Exhibit 1, Eastman," meaning the first exhibit of Mr. Eastman. Often, instead of figures, letters are used, such as "Exhibit A" or "Exhibit B," etc. When such documents are handed to the reporter for marking, the reporter should mark across the back of them, somewhat like this: "Exhibit 1" or "2," "A" or "B" Eastman, then the date in figures like: "1, 19, 92," followed by the reporter's own name, and sometimes, the case name in brief, like: N. Y. C. R. R. Co. vs. Patrick Henry.

As soon as a witness has made such a deposition in chambers, the reporter should hand his note book to the witness, and get the witness to sign that testimony, which act signifies the termination of it, and is an endorsement to the evidence given. This is not done in court.

By attentive notice of the variations in the Actual Court Cases and illustrations of them, presented in this part of our book, any intelligent phonographer can make a correct transcription, title page, and backer, for any case that can occur anywhere; for he or she should bear in mind that while the particulars named are necessary to be included in such transcript, still it is a fact that there are a great many differences of opinion and preferences regarding style among lawyers, and even if you should arrange these matters somewhat differently from what the lawyer you are working for, would arrange them, remember you are just as apt to do it better than he can by giving your own ideas of originality a chance, and are more apt to produce this

effect, than you are to displease him for, as a rule, lawyers know more about points of law than they do these little particulars just mentioned, which they generally leave to their clerks and take very little notice of, as long as it gives the information, and unless it be better done than they ever saw it done before, which is most likely to be the case, if you will follow the directions given in this book, improving on them where you can, for most reporters and law clerks are sadly deficient in these respects, a fact which was particularly shown at the time of the first introduction of the type-writing machine, which opened up a field for the making of neat transcripts unthought of before.

These title pages, both inner and outer, and the index, may be ornamented with double lines and red ink ruling, if the reporter has an eye for ornament, although these matters are more adapted to the make-up of deeds, mortgages, and other legal documents for which a big price is paid and a little extra time expended upon.

While we are about it, we might as well add that many lawyers are as poorly posted on the making of legal forms as they are on proper sort of transcriptions, and if they have a well posted clerk, rely on him for this minutia, or else consult Corbin's Book of Forms, which contains all legal forms and is as necessary to a lawyer as a dictionary is to an editor, and can be bought by any one, so that the shorthand writer who desires to post himself on legal forms, can purchase and possess in that book an unimpeachable authority. When he purchases that book, which can be done from any publisher of law books, he will have, in one publication, more and better information than any lawyer has time to or can give him.

Some reporters profess to believe in the advisability of editing their court transcripts. To this the author would say, that such a mode of treating court notes is not only inadvisable but highly improper, and excusable only in a reporter who is not able to take all the testimony. It matters not how ungrammatical either witnesses, lawyers or judges, talk, the stenographer has no right to change the wording; neither has he a right to omit unimportant or superfluous words, such as the words "well," "now," or other words with which some lawyers begin their questions.

It does not matter how bad the English is, the duty of the reporter who uses shorthand is to make a verbatim report, and if he omits those unimportant words, the fact of the omission casts suspicion on the entire transcription, while the attempt to edit in any other way, may have the effect of interfering with the course of justice, and, in a crim-

inal case, a man's life may hang on the turn of a word, while, in all cases of appeal, where the decision for a new trial rests on the transcription, the change in wording may work a great injustice to either party. The shorthand writer, therefore, in the opinion of the author, has no right to play the editor with his transcripts, as it is his business solely to furnish a complete record of the proceedings, in the exact language used in evidence, irrespective of grammar or rhetoric.

The attorney will dictate the title page that he desires for these hearings, so that should be taken verbatim, but in case the attorney forgets to start a hearing in chambers in this way, the reporter should ask for the title, before the witness is examined, take it down, and produce it verbatim, as shown on page 173.

Abbreviation for a title of a folded backer of a deposition is shown by Figure 1 below. Figure 2 is an abbreviated form for title on folded backer of a regular case. Change to suit the case.

FIGURE 1.

IN CHANCERY.

CIRCUIT COURT, COOK CO.

-----  
THE CRANDALLE COMPANY

vs.

THE WEST LEXINGTON RAILWAY CO.

THE WEST PULLMAN CITY RY. CO.

Et al.

-----  
BILL AND SUPPLEMENTAL BILL.

---oo---

SUPPLEMENTAL BILL. .

D e p o s i t i o n

of

RANDALL S. PARKINS, ESQ.,

April 6, 1883.

FIGURE 2.

STATE OF ILLINOIS.

COUNTY OF COOK.

-----  
U N I T E D     S T A T E S

vs.

MILLMANN, ET AL.

-----  
In the

UNITED STATES DISTRICT COURT

for the

NORTHERN DISTRICT OF ILLINOIS.

---oo---

December 3d, 1874.

## I N C H A N C E R Y.

|                         |                   |
|-------------------------|-------------------|
| THE CRANDALLE COMPANY : | CIRCUIT COURT,    |
| vs. :                   | COOK COUNTY, ILL. |
| THE WEST LEXINGTON :    |                   |
| RAILWAY CO., :          |                   |
| THE WEST PULLMAN CITY : |                   |
| RAILWAY CO. :           |                   |
| Et al. :                |                   |

---

## BILL AND SUPPLEMENTAL BILL

of the

CRANDALLE COMPANY vs. THE WEST PULLMAN CITY RAILWAY CO. ET AL.

---00---

## SUPPLEMENTAL BILL.

## D E P O S I T I O N

of

RANDAL S. PARKINS, a witness produced, sworn and examined in behalf of the Complainant in the Supplemental Bill, in pursuance of a notice hereunto attached, said deposition to be used upon the trial of said cause and supplemental cause. Said deposition taken at the office of said witness, 73 Jack st., Chicago, April 6, 1883, at 11.20 a.m.

## PRESENT:

James Ironwork, Esq., Solicitor for the Complainant.

W. A. March, Esq., Counsel for Defendants.

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IN THE DISTRICT COURT OF THE UNITED STATES FOR THE NORTHERN DIS-  
TRICT OF ILLINOIS.

December Term, A. D., 1874.

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UNITED STATES :

Before Judge Planchett.

vs. :

Jury Waived.

MILLMANN, ET AL. :

Chicago, December 3, 1874.

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APPEARANCES.

For the people;-U. S. Attorney N. Wing.

For defendant Abram Marshall;-J. White, Esq.

" " C. F. Norton;-Wills & English.

" " L. E. Winters;- " "

Defendant W. A. Smith unrepresented by counsel.

Defendant P. M. Green excused because of a mistake in  
the spelling of his name in the indictment.

---

I N D E X.

---

| WITNESSES.                | Direct<br>Exam. | Cross<br>Exam. | Re-Direct<br>Exam. | Re-Cross<br>Exam. |
|---------------------------|-----------------|----------------|--------------------|-------------------|
| FOR COMMONWEALTH.         |                 |                |                    |                   |
| Edward E. Charles - - - - | 1               | 17             | 19                 |                   |
| William Butler - - - -    | 26              | 28             |                    |                   |
| FOR DEFENDANTS.           |                 |                |                    |                   |
| Walter Hyde - - - -       | 31              | 40             | 51                 | 52                |
| REBUTTAL.                 |                 |                |                    |                   |
| Edward E. Charles - - - - | 68              | 71             | 71                 |                   |

---



|                   |   |                             |
|-------------------|---|-----------------------------|
| CHARLES ROONY     | : | COURT OF APPEALS.           |
|                   | : |                             |
| vs.               | : | Before Judge H. P. Pondler. |
|                   | : |                             |
| J. B. MOORE & CO. | : | Case No. 2611.              |

---

Camden, N. J., February 14, 1877.

For the Appellant appear

Messrs. Frederick Love and Arthur T. Arman.

For the Appellee appears

Hon. Marcus D. Werrill.

### TESTIMONY FOR PLAINTIFF.

CHARLES ROONY, the appellant, being duly sworn, testified as follows:

### DIRECT EXAMINATION.

By Mr. Love:

Q. What is your name? A. Charles Rooney.

Q. Where do you reside? A. 411 Birch street, Camden, New Jersey

Q. What is your occupation? A. Am a journeyman glass-blower.

Q. Have you ever worked for any glass manufacturer in this city? A. Yes, sir; for Mr. J. B. Moore & Co.

Q. What person hired you? A. Mr. J. B. Moore.

Q. What wages was that firm paying its glass blowers at the time you were hired by Mr. Moore?

Objected to  
as incompetent testimony. the witness not having qualified.

Objection sustained.

Q. What amount of pay per month were you to receive for your labor? A. I was to be paid ninety dollars a month.

**FIRST DAY.**

JOHN WILLIAMS }  
vs. } COURT OF COMMON PLEAS.  
DAILY NEWS CO. } BEFORE JUDGE ALFRED MARSHALL. CASE No. 49.  
TRENTON, N. J., May 3, 1856.

For the plaintiff appears Hon. J. L. Simons.

For the defendant appear Messrs. Black and Strong.

JOHN WILLIAMS, the plaintiff, sworn in his own behalf.

### DIRECT EXAMINATION.

By Mr. Simons:

Q. Mr. Williams, you are the plaintiff in this suit, are you not?

A. I am.

Q. What public position do you hold?

A. I am Sheriff of this county.

Q. The article which caused the present suit—in what newspaper did it appear?

A. In the *Daily News*, of this city, date of February 10th.

Q. Of what year?

A. This year.

To defendant's attorneys:

Do you admit publication; or, shall I further prove it?

Mr. Black:

We admit publishing the article in question.

To witness:

Q. You know the defendants well, do you not?

A. I do.

Q. Have you had much intercourse with them, as a public officer?

A. I have had up to the first of January of this year.

Q. Of what did that intercourse consist?

A. Giving to their paper the advertisements of the county sales of this county for publication.

Q. When did you last authorize them to print such sales?

A. Some time in December of last year.

Q. Then you have given them no public printing on, nor since, the first of January, of this year?

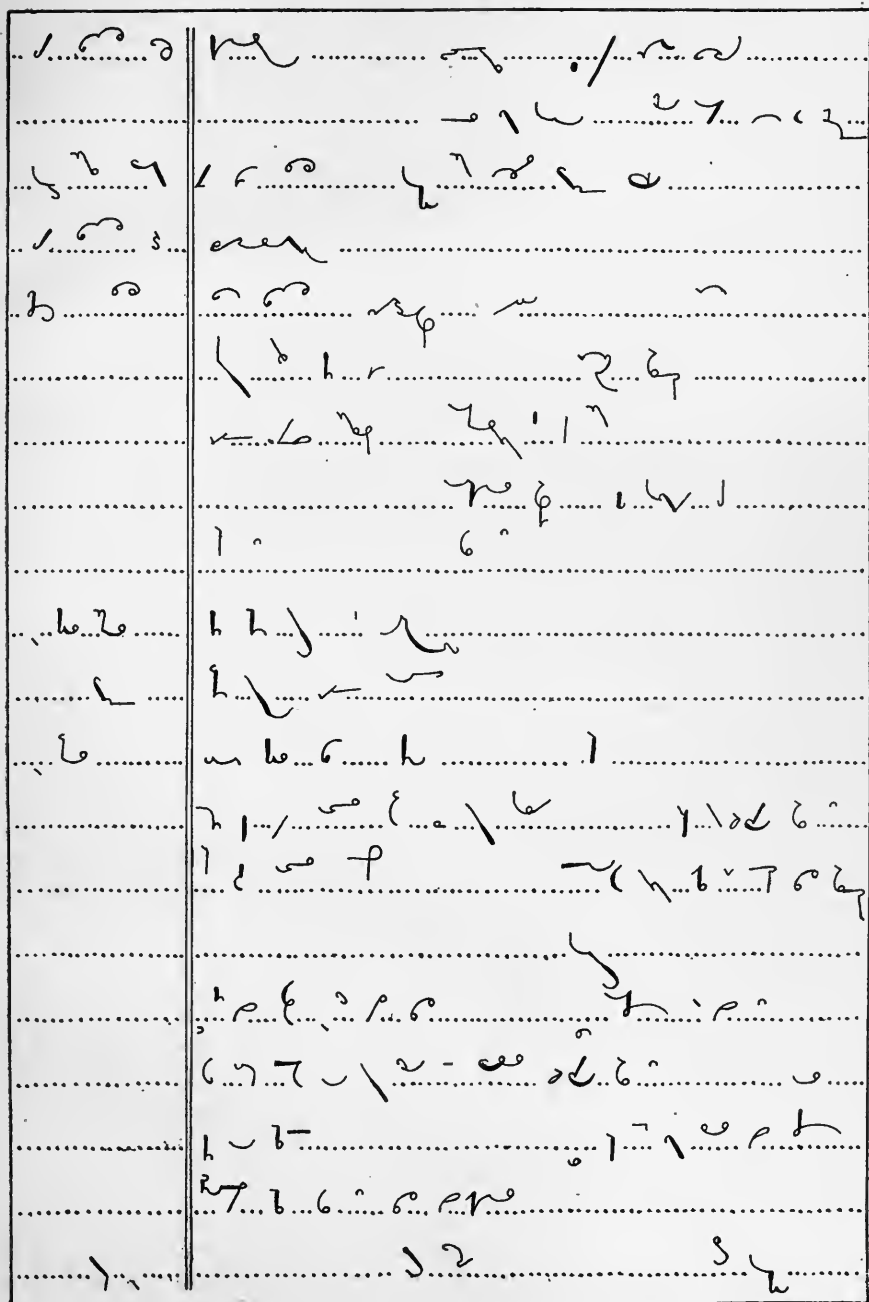
A. No, sir.

Q. Had you no advertisements to give?

A. Yes, sir. I had quite a number since last December.

Q. Why did you not give such advertisements this year, as well as last to the *Daily News*?

Objected to. Objection overruled. Exception for defendant.



## SECOND DAY.

|                        |   |                                 |
|------------------------|---|---------------------------------|
| WILLIAM JONES          | } | COURT OF COMMON PLEAS.          |
| vs.                    |   | BEFORE JUDGE JAMES PARSONS.     |
| STATE INSURANCE ASS'N. |   | CASE No. 506.                   |
|                        |   | CAMDEN, N. J., January 5, 1821. |

For the plaintiff appears Samuel R. Taylor, Esq.

For the defendant appear Messrs. Walters and Harvey.

WILLIAM JONES, the plaintiff, sworn.

## EXAMINATION-IN-CHIEF.

By Mr. Taylor:

Q. What is your name ?

A. William Jones.

Q. Are you the plaintiff in this suit ?

A. Yes, sir.

Q. Where do you reside ?

A. Nineteenth and Federal streets, this city.

Q. That is just beyond Cooper's Creek Bridge, is it not, Mr. Jones ?

A. Yes, sir, in the open country.

Q. On what is known as the Moorestown pike ?

A. Yes, sir.

Q. Do you own property out there ?

A. Yes, sir; a farm of about fifty acres.

Q. On what side of the road is it, Mr. Jones ?

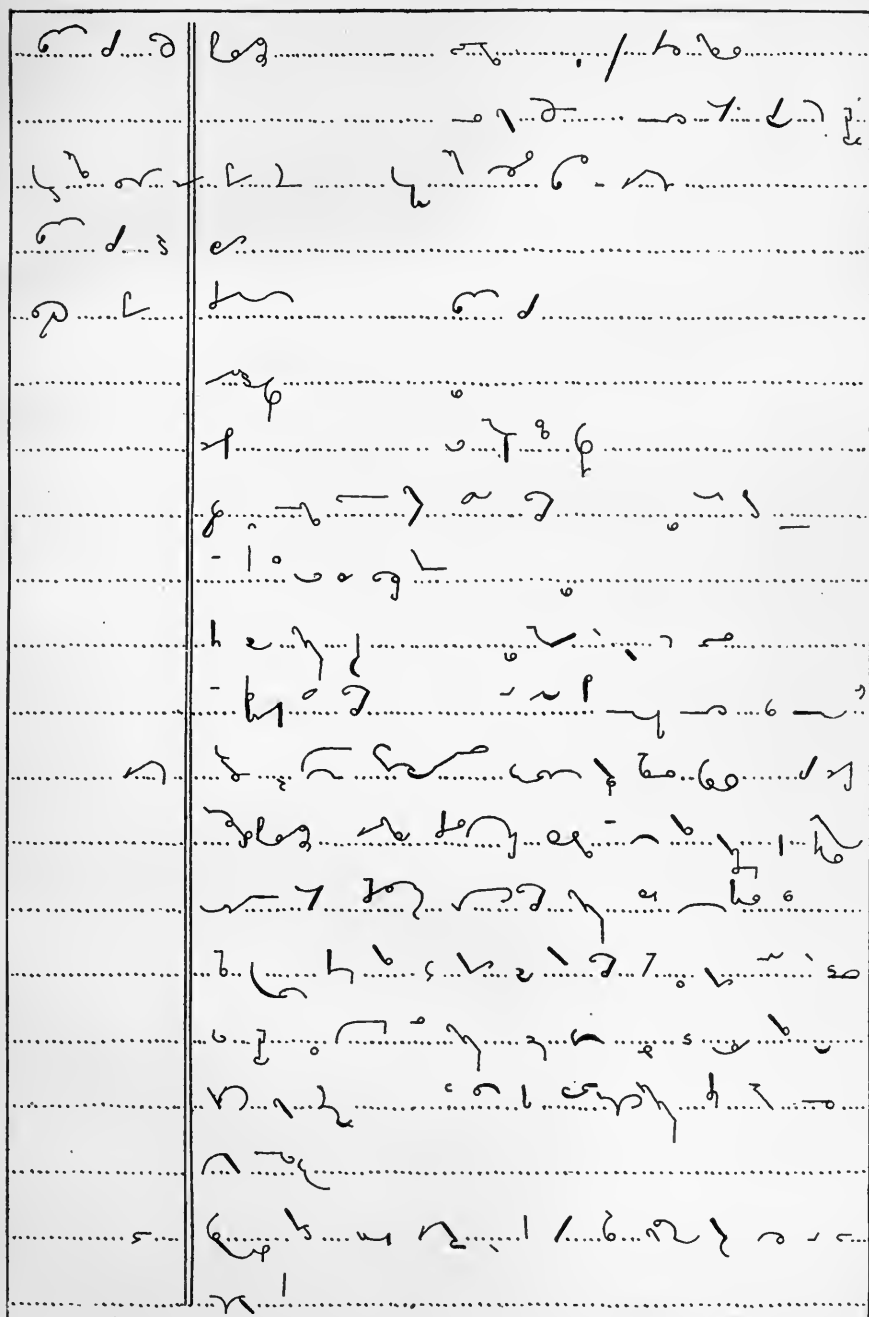
A. On the right-hand side, coming out of Camden; that is, going east.

Mr. Harvey:

If it please the Court, I would like to make a preliminary request that no more time be wasted on this case than is necessary. General Wharton, the Vice-President of the State Insurance Association, here present, desires to leave the town as soon as possible on important business, to be transacted to-day, at the office of the Company, Newark, N. J., and desires me to say that the location of Mr. Jones' property is not a matter of defense with us, and it is furthermore admitted by us that the barn owned by Mr. Jones, and which was burned on the night of August 14, 1820, was located on his property, wherever that may be, and was the one insured by us under Policy No. 7501. We simply differ in regard to the valuation of the property destroyed, and hope questions will be confined to that fact.

The Court:

This being understood by the plaintiff, I have no doubt he will be glad to take advantage of this opportunity of saving both himself and the Court valuable time.



**THIRD DAY.**

|                   |   |                               |
|-------------------|---|-------------------------------|
| FRANKLIN B. MILLS | } | COURT OF COMMON PLEAS.        |
| vs.               |   | BEFORE JUDGE WM. C. ALBRIGHT. |
| JOHN B. HENRY.    |   | CASE No. 2506.                |
|                   |   | PHILADELPHIA, Nov. 29, 1831.  |

**APPEARANCES:**

G. H. Lewis, Esq., for plaintiff.

Henry Darcy, Esq., for defendant.

FRANKLIN B. MILLS, the plaintiff, being duly sworn, testified:

**DIRECT EXAMINATION.**

By Mr. Lewis:

Q. What is your name in full, Mr. Mills?

A. Franklin B. Mills.

Q. Are you the plaintiff in this case?

A. Yes, sir.

Q. State your business, please?

A. I am in the installment business.

Q. That is, you sell goods on installments or periodic payments?

A. Yes, sir.

Q. All kinds of goods?

A. Most all household goods.

Q. Where is your place of business?

A. Nine-hundred-and-five, and nine-hundred-and-seven Lincoln Ave.

Q. Do you know the defendant, John B. Henry?

A. I do.

Q. Have you had business transactions with him?

A. Yes, sir; several.

Q. What sort?

A. He has bought household goods of me on the installment plan.

Q. Did he always pay for such purchases?

A. Always, except on the last occasion.

Q. When was that?

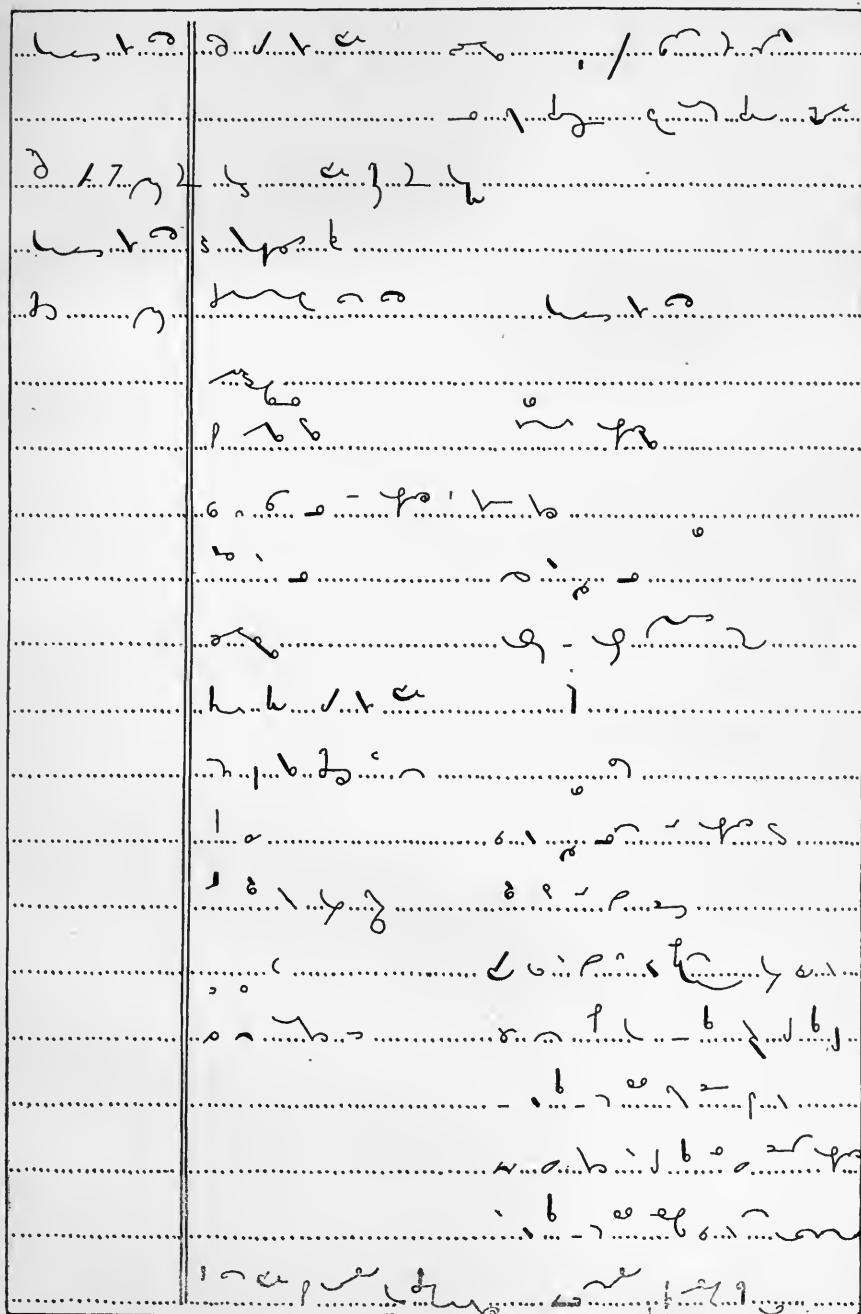
A. January 14th, of last year, he bought a set of furniture of me for which he has not paid.

Q. Has he made any payment on account?

A. I sold him the set for sixty dollars, payable ten dollars down and two-dollars-and-fifty-cents per week until paid. He made the first payment of ten dollars and his first weekly installment of two-dollars-and-fifty-cents, and since then he has paid me no more money.

Q. Did Mr. Henry state any reason for discontinuing payments?

A. He gave me a reason; but it is a reason which I consider none.



## FOURTH DAY.

UNITED STATES } U. S. DISTRICT COURT, FOR THE NORTH-  
 vs. } ERN DISTRICT OF ILLINOIS.  
 MURPHY ET AL. } BEFORE JUDGE BEE. [No JURY.] CASE No. 6754.  
 CHICAGO, June 20, 1880.

## SECOND DAY—MORNING SESSION.

MR. KOST continuing his testimony of the afternoon before:

## DIRECT EXAMINATION.

By Mr. Sling:

Q. I gave you numbers of cars yesterday—can you tell me where the grain in those cars came from?

A. The numbers are mixed up on my memorandum here. I have got six of them.

Q. Shall I call the number of the car?

A. I think the last three you called are on that slip there, from St. Joe elevator.

The Court:

Give us the numbers of those cars.

Witness:

4399, 18263, 15646. Those are Pink Line cars from Continental elevator, billed October 26. If you will give me some of the other numbers, I can tell better.

Mr. Sling:

Q. What numbers have you there?

A. 4399, 18263, 15646.

Mr. Wallace:

Does he say those cars were inspected out of the Pink Line?

Mr. Sling:

Yes; will you give the dates?

A. Inspected October 26.

Q. Inspected October?

A. Inspected out into Pink Line cars.

Q. State respecting car number 35404.

A. That was inspected October 27, from the Continental elevator.

The Court:

Q. When?

A. October 26, Continental Fast Line cars.

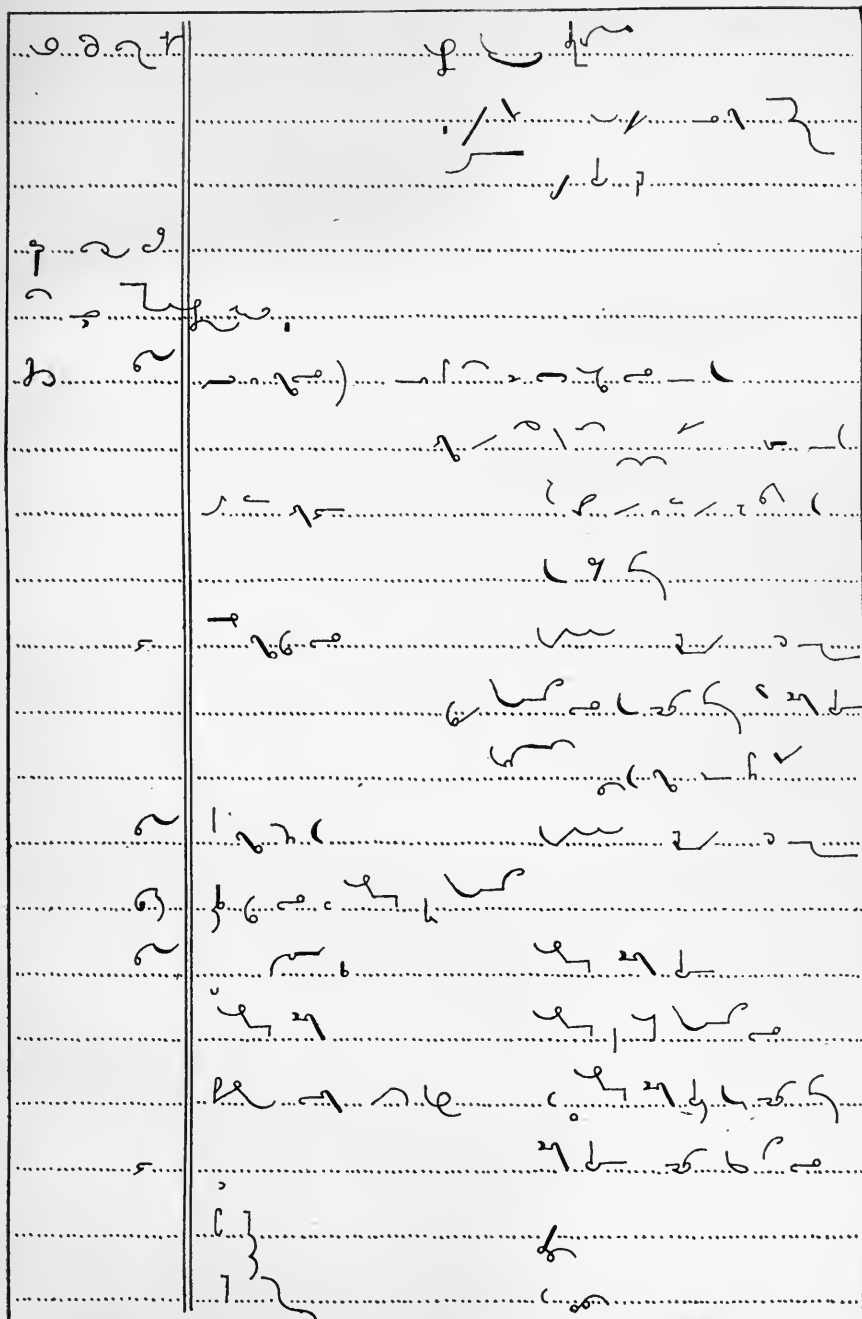
Q. 12877?

A. Just the same.

Q. 8545?

A. That was the same.





Mr. Sling:

Q. They were all Continental Fast Line cars, were they?

A. Yes, sir; of Continental Fast Line cars.

The Court:

Q. What is the next number?

Mr. Sling:

Q. I am asking the witness now about cars in bill of lading number 20,779.

A. Continental Fast Line car number 9784.

Mr. Wallace:

Q. Is that paper in evidence from which you are reading?

Mr. Sling:

A. I am reading from a bill of lading that I before inquired of the witness respecting the numbers of the cars.

Mr. Wallace:

Q. Then the paper you are reading from is not in evidence?

Mr. Sling:

A. It is not necessary for me to have it in evidence.

Objected to. Court ruled that prosecutor could ask a question about it.

Mr. Sling: [To witness.]

Q. I ask you to look at Continental Fast Line car number 9784, and state where it was loaded from.

A. Continental Fast Line car number 9784 was inspected out of Continental elevator November 13.

Q. Bill of lading number 22389—now, if you please, I inquire about Pink Line car number 2613, and ask you to state where it is from.

A. I have it Erie Line car number 2613.

The Court:

Q. Erie Line?

A. Yes, sir.

Q. What was the weight in car?

A. I can not tell you the weight of an individual car; can only give you weight of the shipment—seven cars there were.

Mr. Sling:

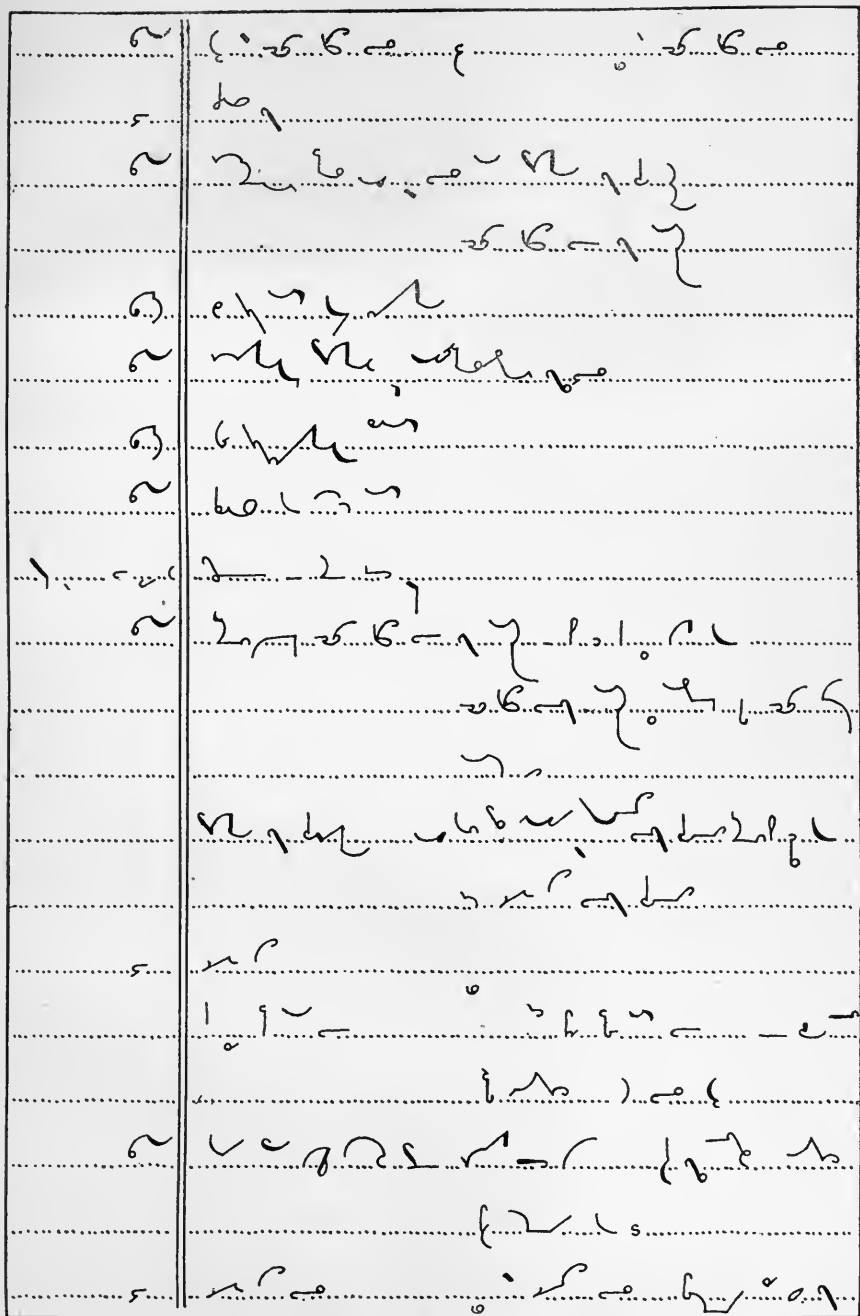
Q. If Your Honor will just leave that blank, I will read it again later. What other numbers comprise that shipment?

A. 12563, for one.

The Court:

Q. Erie Line cars?

A. Yes, sir; all Erie Line cars; 12563 is the first number.



## FIFTH DAY.

|                        |   |                                  |
|------------------------|---|----------------------------------|
| MALCOM JACKSON         | } | COURT OF COMMON PLEAS.           |
| vs.<br>DANIEL C. KAIN. |   | BEFORE JUDGE D. D. SEVERNS.      |
|                        |   | CASE NO. 61. JANUARY TERM, 1874. |
|                        |   | PITTSBURG, PENN., April 2, 1874. |

For the plaintiff appear Messrs. Kelly and Leach.  
For the defendant appears Mr. Bernard Baker.

## TESTIMONY FOR PLAINTIFF.

MALCOM JACKSON, the plaintiff, sworn, testifies as follows:

## DIRECT EXAMINATION.

Mr. Kelly:

Q. What is your business, Mr. Jackson?

A. I am superintendent of a glass factory.

Q. Are you employed at present?

A. Yes, sir; with James Whalen & Company.

Q. Where were you employed in 1871?

A. I was employed from April, '71, to March, '73, by Mr. Daniel C. Kain, trading under the firm name of D. C. Kain & Company, Glass Manufacturers.

Q. What were your duties?

A. I was general superintendent of their pot-house.

Q. What were you to get for your services?

A. Fifteen hundred dollars per year. One hundred dollars per month, as regular salary. The other three hundred dollars per year were payable to me at the end of the year, providing my services were satisfactory.

Q. And in case they were not, how was that to be determined?

A. Mr. Kain was to decide that himself, and if such was his opinion, our contract was to be terminated at such date.

Q. How long was the contract made for?

A. For one year, subject to renewal on same terms.

Q. Did you get your fifteen hundred dollars at the end of the first year, that is, your regular salary of one hundred dollars per month, and the three hundred bonus?

A. Yes, sir.

Q. Did you continue in service on the same terms the second year?

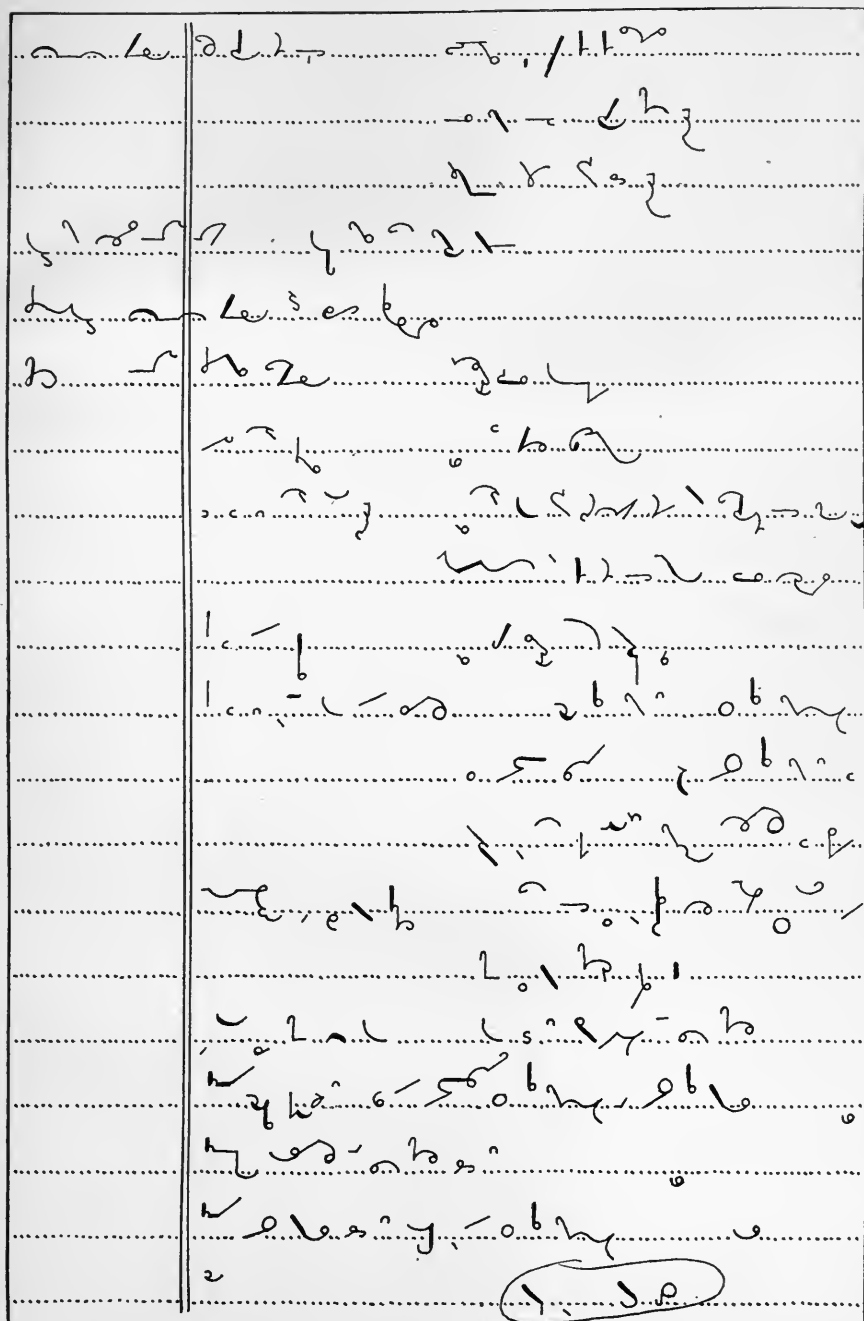
A. Yes, sir.

Q. Did you get your three hundred bonus, the second year, in addition to your one hundred dollars per month?

A. No, sir.

Q. Why not?

Objected to. Objection sustained.



Q. Did Mr. Kain refuse to pay you the three hundred dollars bonus for the second year?

A. He did.

Q. Did he give any reason for withholding it?

A. Not to me.

Q. Did he say he was dissatisfied with your services for the year?

A. No, sir.

Q. Did he give you no reason for terminating contract?

A. No, sir. He did not terminate the contract.

Q. Who terminated it?

A. I did.

Q. For what reason?

A. I had an opportunity for getting better pay than my present position.

Q. Then, as far as you know, Mr. Kain was perfectly satisfied with your services for the last year you were with him?

A. Yes, sir.

Q. And you do not know why he refused to pay you the three hundred dollars bonus due you for the second year's salary?

A. Not unless he was angry on account of my leaving his employ.

Answer objected to, and motion made to strike from the record.

Objection sustained. Motion taken under consideration.

Q. Did you ever have any conversation with Mr. Kain in which he stated that he would send you a check for the second three hundred dollars?

A. I had such a conversation.

Q. When was that and where was it?

A. It was in the office of Mr. Kain, at Chambersburg, a few days after my second year.

Q. Did he say that he would send the money to you?

A. He stated he would send a check for the amount.

Q. Who was present at that time?

A. I think his son, John Kain, Jr., was present.

Q. Do you know how he came to be in the office at the time?

A. He was bookkeeper for his father, at the Chambersburg factory.

Q. Who is the bookkeeper now, John Kain, Jr.?

A. Yes, sir; he is bookkeeper for his father, John C. Kain, trading as John C. Kain & Co.

#### CROSS EXAMINATION.

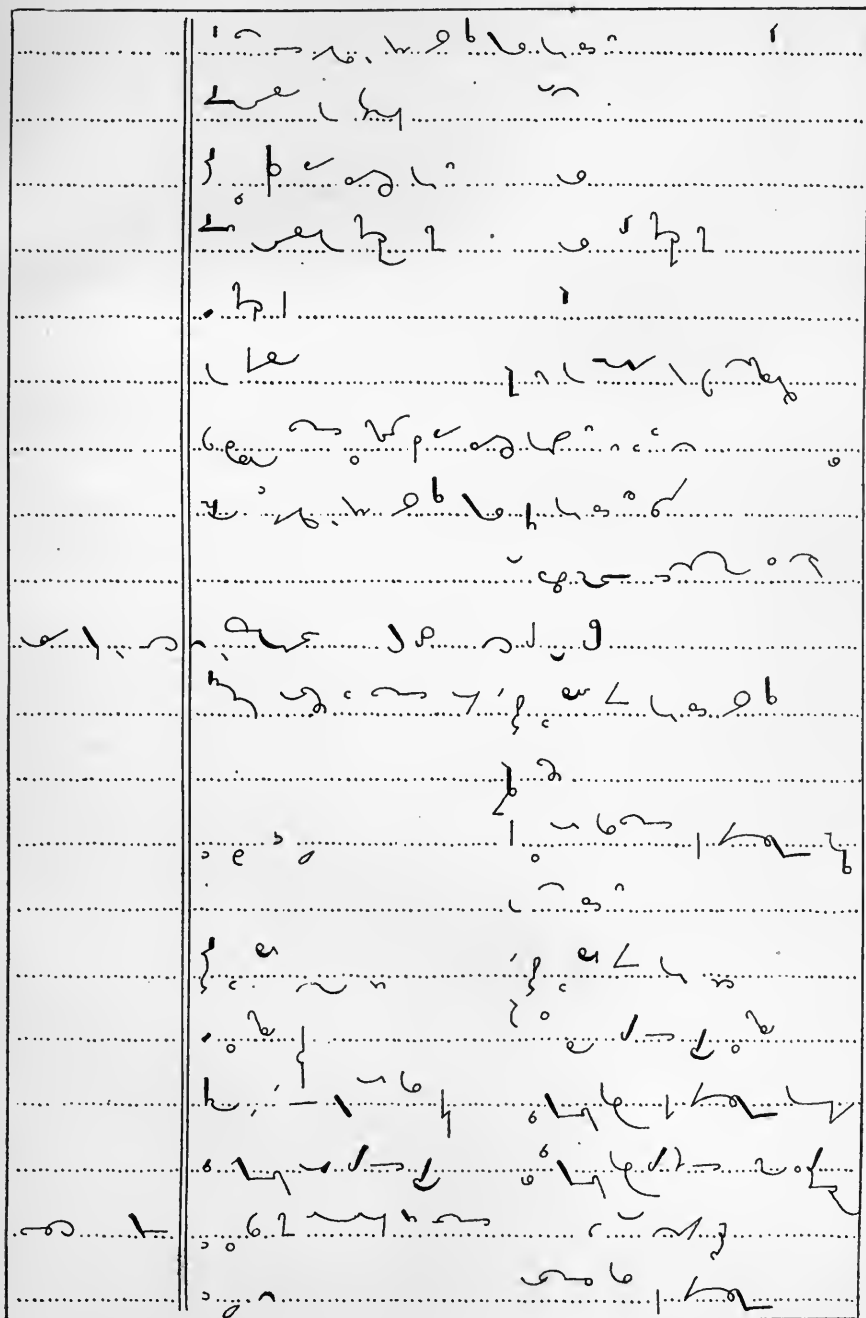
Mr. Baker:

Q. When was this contract entered into between you and Mr. Kain?

A. Late in March, 1871.

Q. Where was it made?

A. In Mr. Kain's office, at Chambersburg.



## SIXTH DAY.

IN THE MATTER OF THE PROBATE OF  
A PAPER PROPOUNDED AS A CODICIL  
TO THE LAST WILL AND TESTA-  
MENT

OF  
CHARLES CARTER, Deceased.

SURROGATE'S COURT,  
County of Camden, State of N. J.  
BEFORE HON. H. M. FINTER,  
SURROGATE.

CAMDEN, N. J., May 15, 1852.

For the proponent appears Mr. Peter Day.

For the contestants appear Messrs. Wide and Wake.

DR. JAMES LELAND, a witness on behalf of the proponent, being duly sworn, testified:

## DIRECT EXAMINATION.

By Mr. Day:

Q. Dr. Leland, did you ever attend the testator, Mr. Charles Carter professionally?

A. Yes; I was his family physician for twenty years prior to his death.

Q. Where did he reside during his last illness?

A. At 1405 Walnut Street.

Q. You attended him until the day of his death?

A. Yes.

Q. I have a paper here which I wish you would look at carefully, and tell me if you ever saw it before? [Hands paper to witness.]

A. Yes. [Examining paper.] This is a codicil to Mr. Carter's will.

Q. Is that your signature? [Pointing to the paper.]

A. Yes.

Q. Did you sign this document in the presence of the other witnesses, whose names are thereunto attached?

A. Yes.

Q. And did they sign in your presence on the same occasion?

A. Yes; we all signed our names in the order shown on the document, one signing immediately after the other.

Q. Did Mr. Carter sign first or last?

A. First.

Q. In the presence of those witnesses?

A. Yes; that is, he made his mark, he was too weak to write.

Q. Was the codicil read over to him before he signed it?

A. It was.

Q. The entire document?

A. Yes; every word of it.

Q. In the presence of yourself and the other witnesses?

A. Yes.





## CROSS EXAMINATION

By Mr. Wake.

Q. You were Mr. Carter's family physician for how long ?

A. About twenty years.

Q. What was the nature of his last illness ?

A. Paralysis—cerebral hemorrhage.

Q. Had he any previous attacks of this malady ?

A. Yes; several.

Q. How long was he sick with this last attack—the one from which he died ?

A. About five weeks.

Q. Was he not unconscious when this codicil was signed ?

A. No, sir.

Q. He had been unconscious a few days before, had he not ?

A. Not for ten days before.

Q. The first time you saw him after his last attack of paralysis, he was unconscious, was he not ?

A. Certainly; it was but a few hours after the attack.

Q. Did he not remain unconscious for several days ?

A. Not entirely unconscious; his consciousness gradually returned after the day of attack.

Q. Do you recollect the date and circumstances attending the signing of this codicil ?

A. Perfectly well; the date was the 4th of June, 1849.

Q. Who asked you to subscribe to this paper ?

A. Mr. Carter.

Q. How ?

A. I supposed he wished me to sign the paper, and I asked him the question and he nodded.

Q. Was Mr. Carter able to articulate at any time after his last paralytic stroke ?

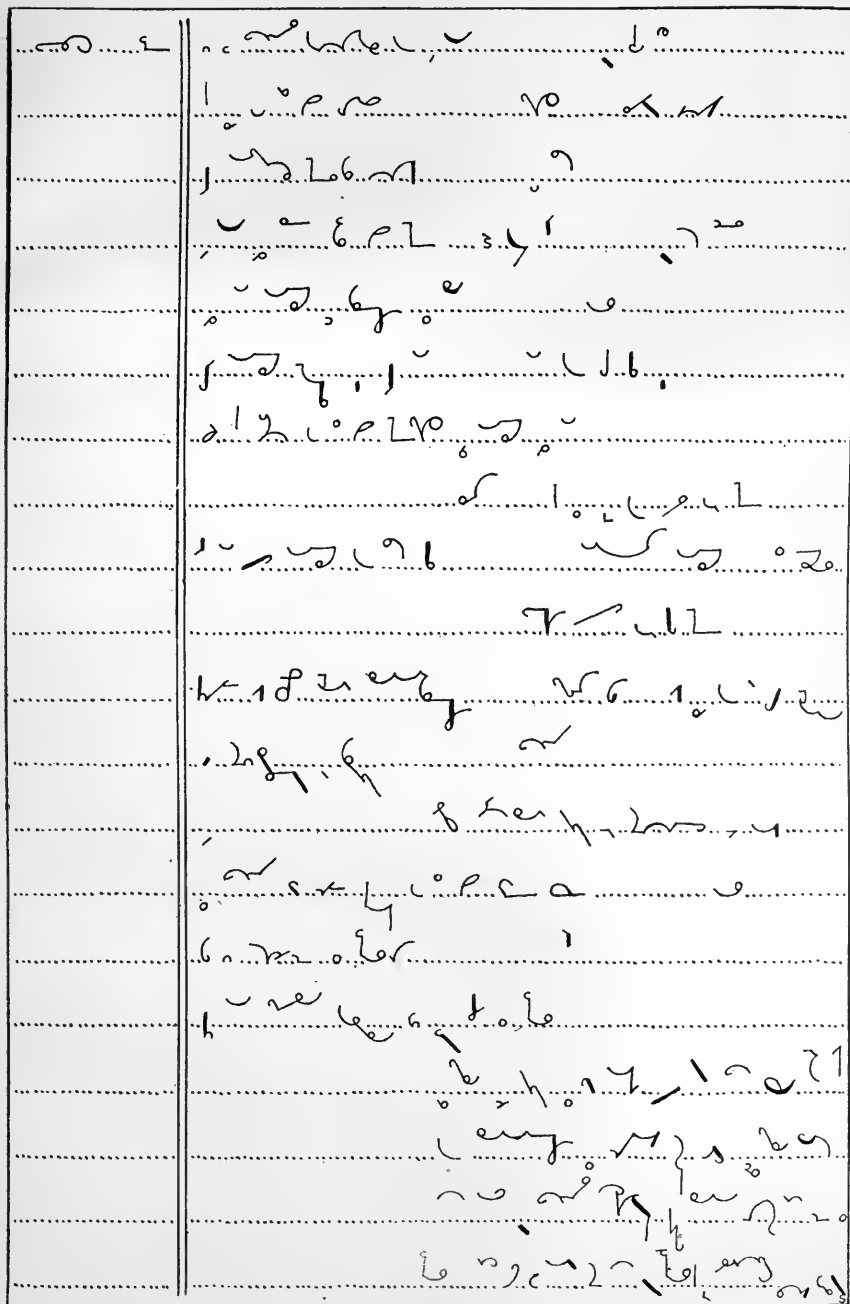
A. No, sir.

Q. Then you volunteered to act as witness to the will ?

A. I did.

Q. Had you any particular reason for supposing that you would be desired as witness ?

A. I was present when the paper was brought into the room by Mr. Strong, and I think the time for signing the codicil was arranged so that it should be done when I was present, in order to have my opinion about Mr. Carter's mental ability at the time of signing, and also that I might act as witness. I am not sure that anybody asked me to be a witness to it, but I received the impression somehow that I was to be one.



## SEVENTH DAY.

|                       |   |  |
|-----------------------|---|--|
| COMMONWEALTH          | } | COURT OF OYER AND TERMINER.            |
| vs.                   |   | COUNTY OF PHILADELPHIA, PENN.          |
| GEORGE BECKETT ET AL. |   | SAMUEL CAMPBELL, P. J.                 |
|                       |   | PHILADELPHIA, PENN., October 11, 1855. |

Prosecutor William Matlack for the Commonwealth.  
A. Carpenter and R. L. Kerr, Esqs., for prisoners.

## FIRST DAY—AFTERNOON SESSION.

AUGUST SCULL, being duly sworn, testified as follows:

## DIRECT EXAMINATION.

By Mr. Matlack:

Q. What is your name?

A. August Scull.

Q. What is your business?

A. My business is brass finishing.

Q. Where do you live?

A. At No. 277 South Street.

Q. Did you know Mr. Charles Hill in his lifetime?

A. I knew him well, sir.

Q. How well, or intimately, did you know him?

A. As intimately as a man could by having six or seven years knowl-  
edge.

Q. Where were you in the habit of meeting him?

A. Up in his office.

Q. How frequently did you see him there?

A. Well, for the last year, I saw him twice a week.

Q. Where else were you in the habit of meeting him? Did you ever  
meet him at his place of residence?

A. Yes, sir.

Q. About how frequently?

A. Every Sunday for a year.

Q. That was at Watts', was it?

A. Yes, sir.

Q. On South Street?


























































































































































A. Yes, sir.

Q. Did you ever meet him on the street?

A. Very seldom, except by appointment.

Q. About how often were you in the habit of meeting him, putting all  
your meetings together?

A. Two or three times a week.

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Q. And for how long a period of time?

A. For the last year.

Q. You knew him intimately and well, did you not?

A. Yes; and for six years previous, but the last year was most intimate.

Q. Did you see the body lying at the morgue in the month of May?

A. Yes, sir.

Q. Was that on the same day of the discovery, or was it the day following?

A. It was the day following.

Q. At what time of the day?

A. At eleven o'clock in the morning.

Q. With whom did you go?

A. With Samuel Garrison.

Q. Did you see more than one body lying there?

A. No, sir.

Q. Whose body was it you saw lying there?

A. Mr. Charles Hill's.

Q. What satisfied you that it was his?

A. Its general appearance and contour and outline; I was satisfied it was his beyond all question, the moment I saw it; I could not be mistaken.

Q. What did you know it by—specify what it was?

A. I saw the small imperial under his lip, which I knew he always wore while alive; but the body was his, and I was so satisfied with the general appearance that I had no doubt it was the remains of Charles Hill, my friend.

Q. Were there any other peculiarities which you noticed?

A. Well, he had a peculiarity, while living, a broken finger on his right hand. I noticed his hand lying across his stomach—his right hand was lying across his stomach—and I noticed his finger.

Q. How about his hair?

A. The hair was a dark brown, and I was satisfied it was Hill's hair.

Q. And as to the shape of the forehead?

A. The shape of the forehead was his. It was unquestionably the body of Charles Hill.

#### CROSS EXAMINATION.

By Mr. Kerr:

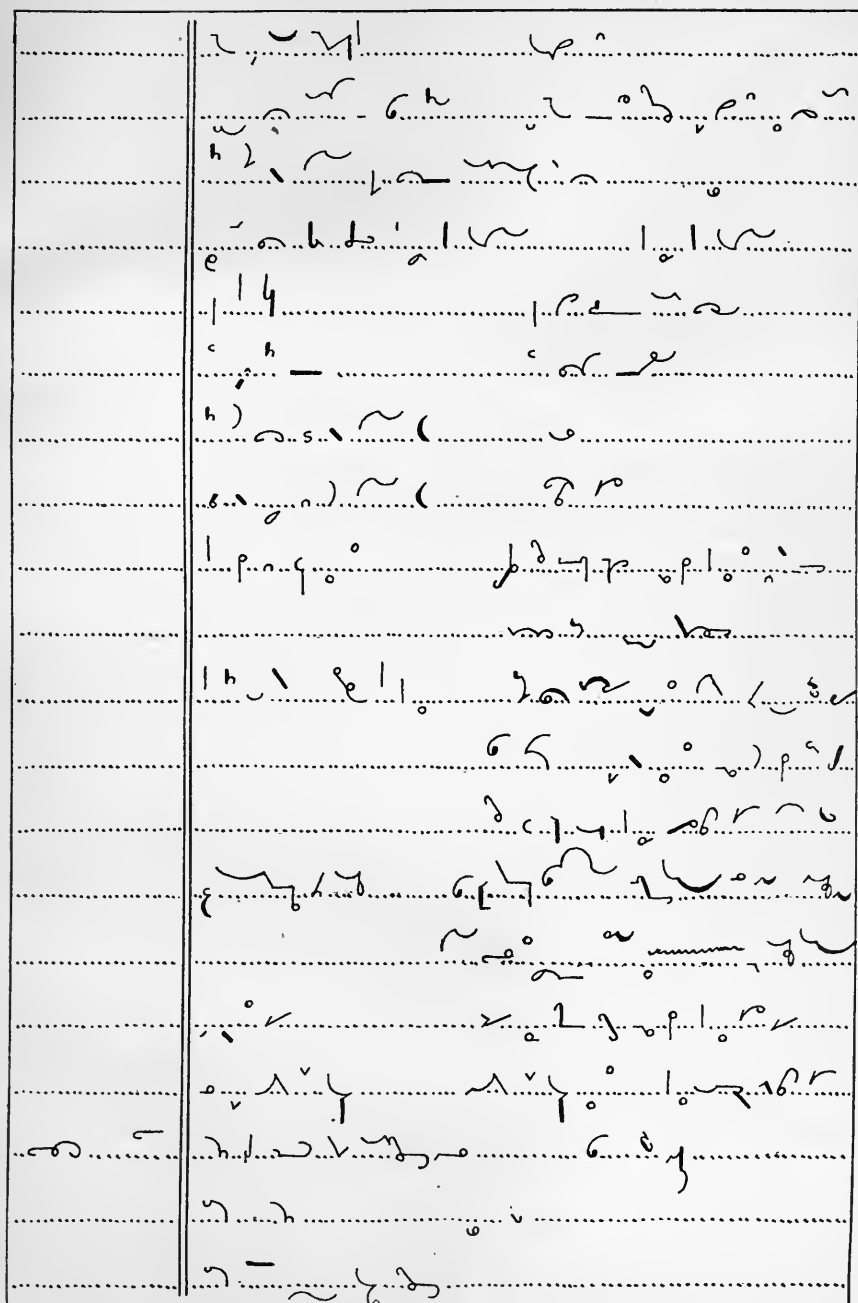
Q. Have you taken an active part in the prosecution of the case?

A. Well, I believed I should do so.

Q. You have, have you?

A. Yes, sir; I have.

Q. You have given money for this prosecution?



A. No, sir.

Q. You have simply given your time and attention?

A. Yes, sir.

Q. What was the size of the body you saw?

A. The size of the body?

Q. Yes, sir.

A. His height?

Q. The size; that calls for more than the height.

A. He was a large man.

The Court:

You misunderstood the question; he is talking about the body as seen in the morgue. Describe that body.

A. It was a large body; it seemed to be about 6 feet long.

By Mr. Kerr:

Q. I will get at it in this way. What was the size of Mr. Hill in his lifetime—how high was he?

A. About 5 feet 11.

Q. How broad shouldered; how was his chest, etc.?

A. I couldn't give you his width.

Q. What was his weight?

A. He weighed about 180 pounds.

Q. About 5 feet 11 in height?

A. Yes; he would weigh about 180 or 185.

Q. What was the size of the body at the morgue?

A. Well, I should say it was a body of about that size.

Q. Do you think you can approximate the height of a man by the body when it is reclining?

A. I think so.

Q. That is all.

The Court [addressing the State's Attorney]: Is this your last witness?

Mr. Matlack: It is the last in order to-night, and it is the hour of adjournment.

Mr. Kerr: May I ask the prosecution what branch of the case they will be likely to take up to-morrow?

Mr. Matlack: I can not tell yet. There will, however, be more on this line.

Mr. Kerr: I put the question because there are things we want here when certain witnesses are cross examined, and we do not want to keep them here.

The Court: They will keep on this line for some time, and undoubtedly give you notice when they get through. We will now take a recess until ten o'clock to-morrow morning.



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## EIGHTH DAY.

PHILADELPHIA, Oct. 12, 1855.

## SECOND DAY—MORNING SESSION.

MR. GEORGE E. KROUSE sworn.

## DIRECT EXAMINATION.

By Mr. Matlack:

State your residence and business, Mr. Krouse.

A. I live at 474 North Street, and am a wholesale wine and liquor merchant at No. 319 Division Street.

Mr. Kerr: Did we receive the name of this witness in the list that was given us?

Mr. Matlack: Yes, sir; I think so.

Mr. Kerr: I think not.

Mr. Matlack: I understand so. I think the name is there, though I am not sure.

The Court: On what line is he to testify?

Mr. Matlack: On identification.

The Court: Then, I will let him testify.

Mr. Kerr: We have no objection if it is on that line.

Mr. Matlack:

Q. Did you know Charles Hill in his lifetime?

A. I did.

Q. For how many years did you know him?

A. For about five years.

Q. Intimately, or otherwise?

A. Very intimately.

Q. In what connection did you know him?

Mr. Kerr [interrupting]: I object. It is not material.

Mr. Matlack: Did you know him in a business way, or socially, or how?

A. Socially; in society.

Q. How often did you see him during that time?

A. Very often; a couple times a week in society and meetings.

Q. Did you see him elsewhere?

A. Yes, sir; entertainments, and one thing and another. We were intimate friends.

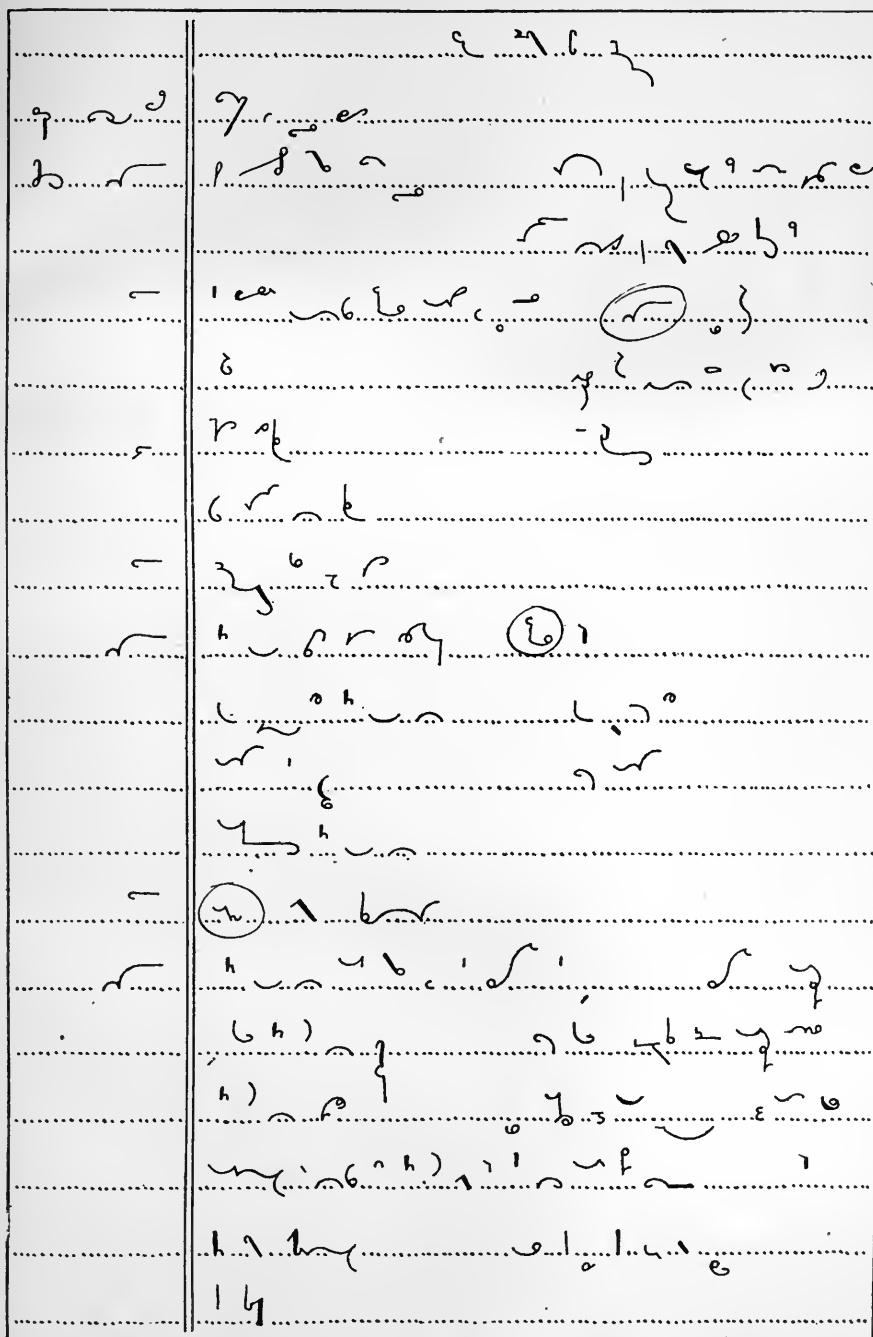
Q. In the month of May, of this year, did you see the body of a dead man in the city morgue?

A. I did.

Q. Do you remember the day of the month?

A. No, sir; it was the day after the body was found.

Q. What time of the day?



A. Just previous to the post-mortem examination. It was in the morning.

Q. Were you alone?

A. No; there were five or six of us together.

Q. Who?

A. James Smith, Doctor Forrest, and several of the other doctors; and I think you, Mr. State's Attorney, came at the same time.

Q. Did you see more than one body?

A. No, sir; that was all.

Q. In what condition was that body?

A. The body was in a condition that as soon as I looked at it I recognized it to be Mr. Charles Hill.

Q. Did you observe any peculiarities that attracted your attention?

A. The shape of his forehead and general features and general appearance, because I was so frequently with the man and knew him so well that I identified him as soon as I looked upon him.

Q. That is all.

#### CROSS EXAMINATION.

By Mr. Kerr:

Q. How much hair was there on his head?

A. Very little.

Q. Indicate to the jury in some way how much.

A. I can not tell.

Q. What part of the head was covered with hair?

A. Part of the forehead, I think; but I didn't take much notice.

Q. Generally, the head was stripped of hair, was it not?

A. Pretty much.

Q. You didn't notice whether there was any or not?

A. Yes; you could see a few hairs remaining.

Q. How about the mustache?

A. There was a little part of it on one side yet.

Q. How about the eyes?

A. You could identify the eyes.

Q. Could you see the color of his eyes—were the eyes open?

A. I could not tell that now.

Q. Did you identify the color of his eyes?

A. No; I did not.

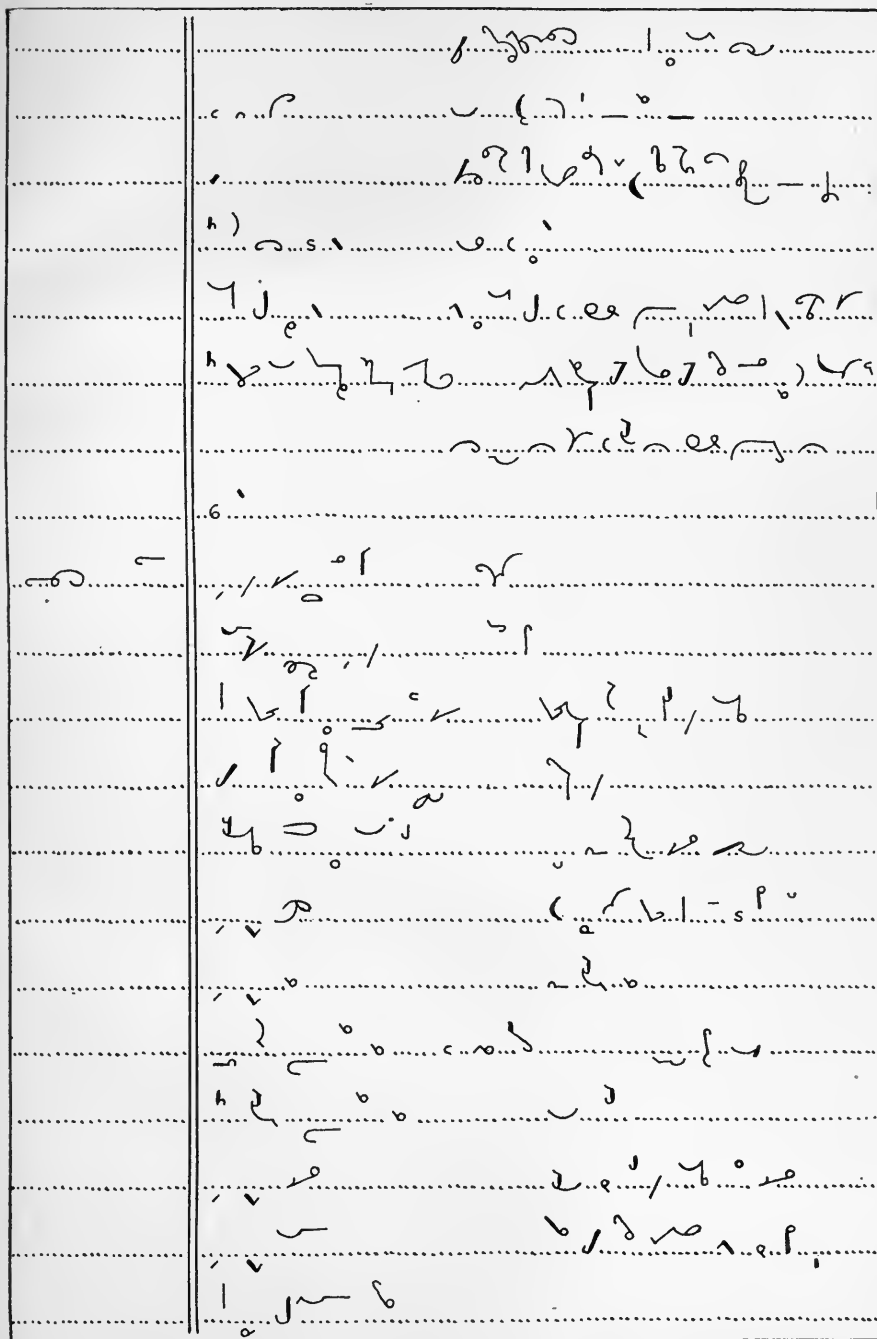
Q. How about the ears?

A. I don't know, as I didn't much notice his ears.

Q. How about the neck?

A. By his general appearance I recognized the body, as I said before.

Q. What was the condition of the neck, please?



A. Pretty sloped down, and pretty well used up, the same as the body.

Q. You looked at the body closely?

A. I did; I walked around it.

Q. You looked at it very closely?

A. Yes, sir.

Q. You base your testimony on that kind of a view?

A. Yes, sir.

Q. That is all.

FRANK WATTS, being duly sworn, testified as follows:

DIRECT EXAMINATION.

By Mr. Matlack:

Q. What is your name?

A. Frank Watts.

Q. Where do you live?

A. At present I live at 237 Park Street.

Q. Where did you live before you moved to your present residence?

A. No. 470 North Street.

Q. On which side of North Street was that place?

A. On the east side.

Q. Did you know Charles Hill in his lifetime?

A. Yes; intimately.

Q. For how many years?

A. Between ten and eleven years.

Q. Where did you know him?

A. He was a member of my family during that entire time.

Q. In what place?

A. In St. Louis, and afterward here.

Q. You may state whether or not he was a member of your family in the month of May of the present year.

A. He was.

Q. State whether or not in that month you saw the body of a dead man in the city morgue.

A. I did.

Q. When?

A. Between seven and eight o'clock on the 22d of May.

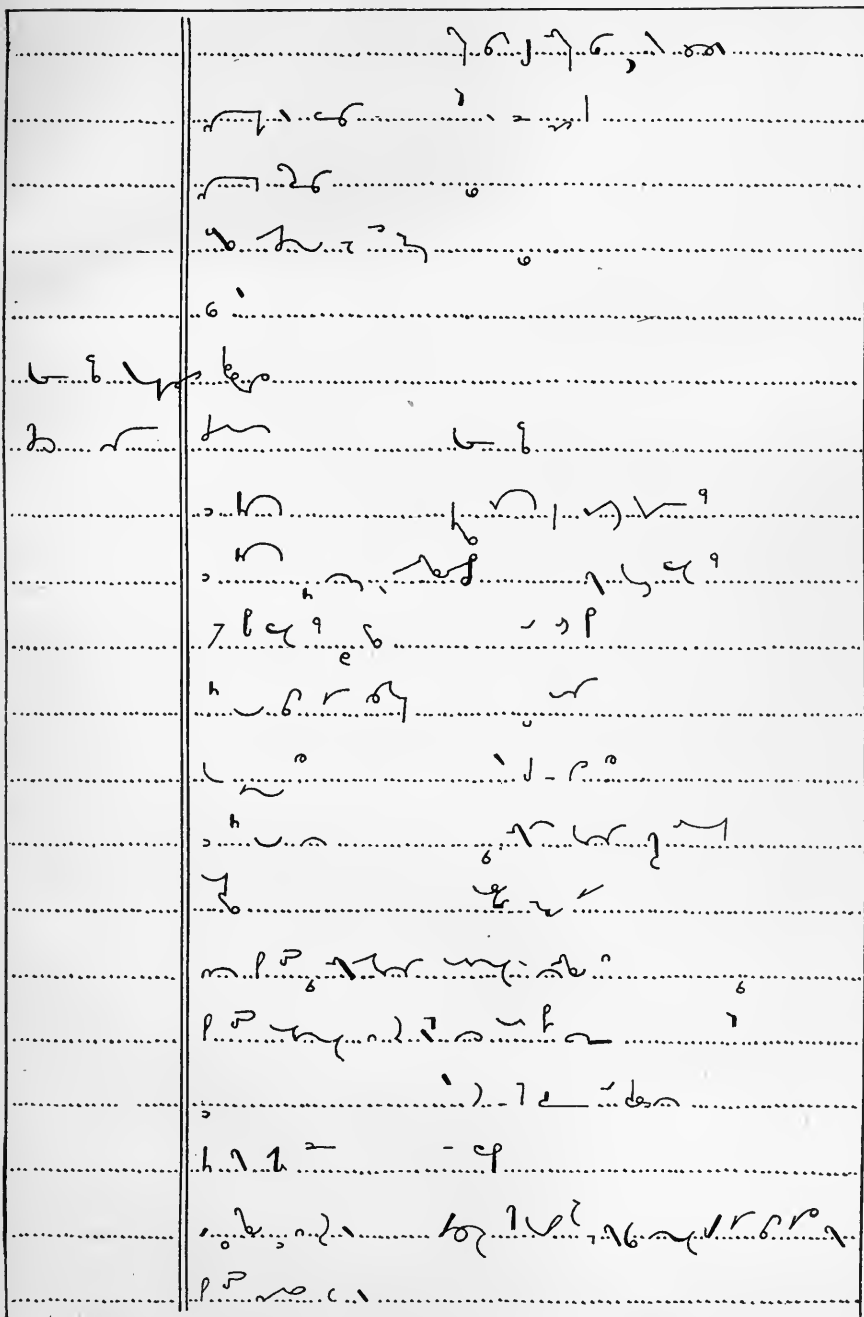
Q. Do you remember the day of the week?

A. On Wednesday.

Q. Who was present when you saw that body?

A. James Smith, Dr. Forrest, I think, and a number of others, among them John Hill, Charles Hill's brother.

Q. State whether or not you recognized that body.



## NINTH DAY.

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| GEORGE BINDER   | } | COMMON PLEAS COURT.                       |
| vs.             |   |   |
| HENRY T. NAGLE. | } | BEFORE JUDGE JAMES ATKINSON. CASE No. 309 |
|                 |   | NEW YORK, N. Y., Nov. 6, 1845.            |

Samuel S. Stover, for plaintiff.

Charles Willard and Marcus Tooler, for defendant.

## TESTIMONY FOR PLAINTIFF.

GEORGE BINDER, the plaintiff, being duly sworn, testified as follows

## DIRECT EXAMINATION.

By Mr. Stover:

Q. What is your business, Mr. Binder?

A. Wholesale dealer in telegraphic outfits.

Q. Did Henry T. Nagle, the defendant, ever purchase goods of you?

A. Yes, sir; for many years prior to January 29, 1843.

Q. Why did he stop buying of you at that date?

Objected to. Objection sustained.

Q. He stopped buying of you at that date, did he?

A. He did.

Q. Was his account square with you then?

A. It was not. He then owed me a balance of two hundred and ninety-eight dollars and fifty-seven cents.

Q. How was this balance settled?

A. By a note drawn for that amount, payable thirty days from date.

Q. Is this the note, Mr. Binder?

A. It is.

Q. Was it ever paid?

A. It was not, or the protest would not be written on the back of it, and I would not now be in possession of it.

Q. Was no amount whatever paid on account of that note after protest?

A. There was not.

## CROSS EXAMINATION.

By Mr. Willard:

Q. Mr. Binder, what does this amount, two hundred and ninety-eight dollars and fifty-seven cents, represent, and how far back does it date?

A. It dates back about two years, or a little over, and it represents what Mr. Nagle owes me.

Q. I understand that the last bill was bought a few weeks previous to the making of this note—is that so?

A. Possibly it was.



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Q. And that the goods were delivered on the day that the note was made?

A. Yes, sir; I think they were.

Q. Has there been no payment made on account of this note?

A. I have no recollection of any.

Q. Do you not recollect of one day in January, of this year, receiving twenty-five dollars from Mr. Nagle on account of this note?

A. I do not.

Q. Nor twenty dollars?

A. No, sir.

Q. And you called for the money several times, did you not?

A. Yes, sir; I did.

Q. Did not Mr. Nagle, on a certain day in January, of this year, promise to pay twenty-five dollars on account of this note?

A. May'be so. He used to make about six promises a week of a similar kind.

Q. Did he not meet you at Desbrosses Street Ferry, one day in that month, of that year, and pay you twenty-five dollars on account of this note?

A. I remember meeting him several times at that ferry, but I never received any money from him at any time on account of this note.

Q. You are positive that you do not remember receiving any money from Mr. Nagle on account of this note?

A. I know I never did.

Q. I believe you said in your direct examination that the note was for thirty days?

A. Yes, sir.

Q. This is the note, I believe?

A. It is.

Q. This note reads "one month from date"—which is correct?

A. The note, of course.

Q. Then you admit that, in this instance, your memory was at fault?

A. Well, as to the thirty days, yes.

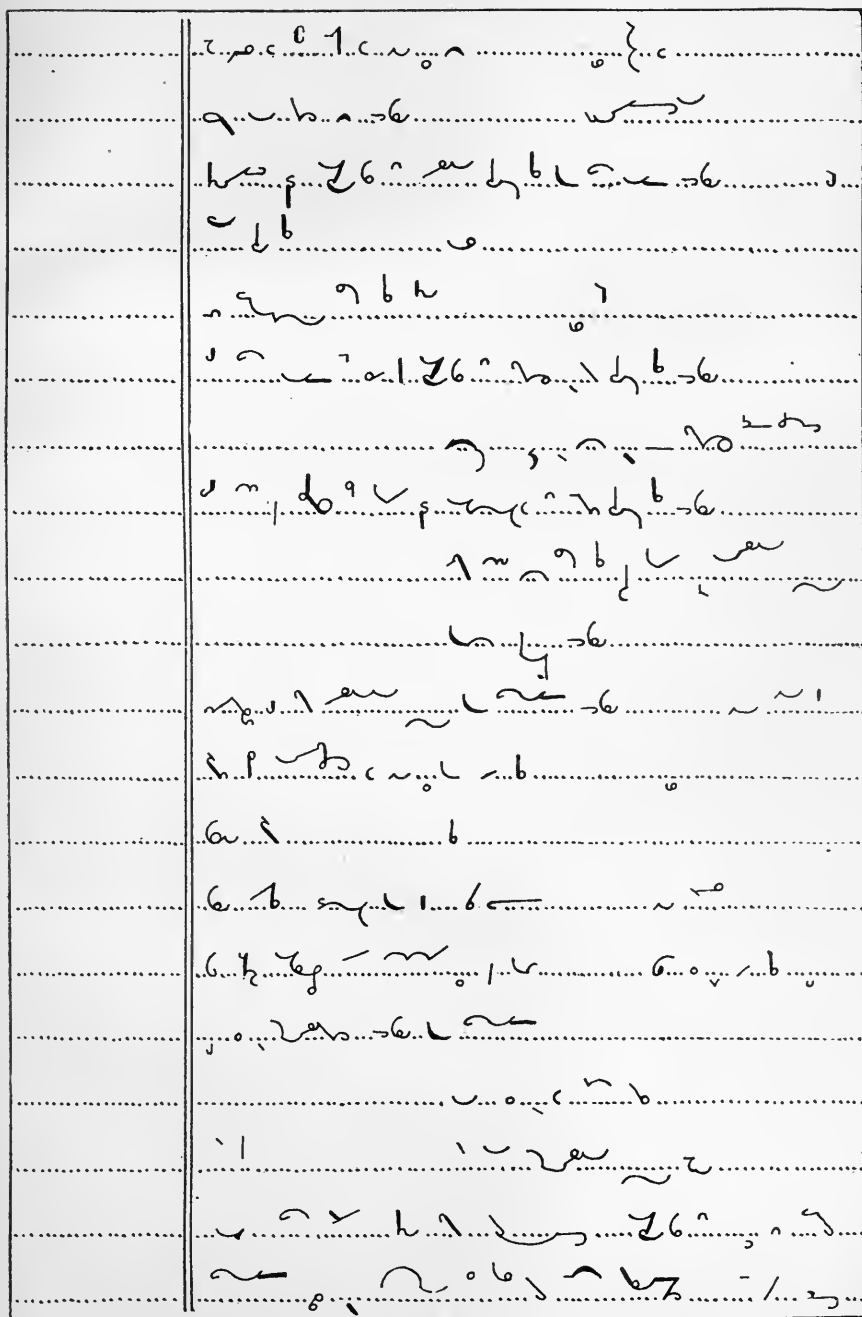
Q. But not as to having received payment on account of this note from Mr. Nagle?

A. No; as to that, I am positive.

Q. Of what?

A. Of never having received any money on that note.

Q. Now, Mr. Einder, do you not remember, upon another occasion, in January of this year, when you called upon Mr. Nagle, as he was about leaving his office upon an important business engagement, on which occasion



he paid you money on account of this note?

A. I do not.

Q. What sort of telegraphic instruments was this last bill for—this bill for goods delivered on the day the note was made—what sort of instruments?

A. There were some relays and sounders, and some small articles which I do not now remember.

Q. How many of the articles included in that bill were returned to you by the defendant?

A. None of them.

Q. Did not Mr. Nagle come to you on that day, after the note was given you, and notify you that the goods you sent him were not as represented and that he intended to return them or some of them to you the next day?

A. No, sir.

Q. Did he not return them to you?

A. No, sir.

Q. Do you mean to say you never received back from Mr. Nagle any portion of the goods sent him by you on the day this note was signed?

A. I most emphatically mean to say I did not receive any of my goods back from Mr. Nagle, after the signing of that note.

Q. And never received any complaint about them?

A. No, sir; not that I remember.

Q. Ah, not that you remember. But it might have happened, you think?

A. No, sir; I do not think so.

#### RE-DIRECT EXAMINATION.

By Mr. Stover:

Q. Mr. Binder, are you positive that you never received any payment on account of this note?

A. I am very positive that I did not.

Q. Do your books or any memoranda of yours contain any such entries, affecting this note?

A. No, sir.

Q. Would they, if such payment had been made?

A. They certainly would.

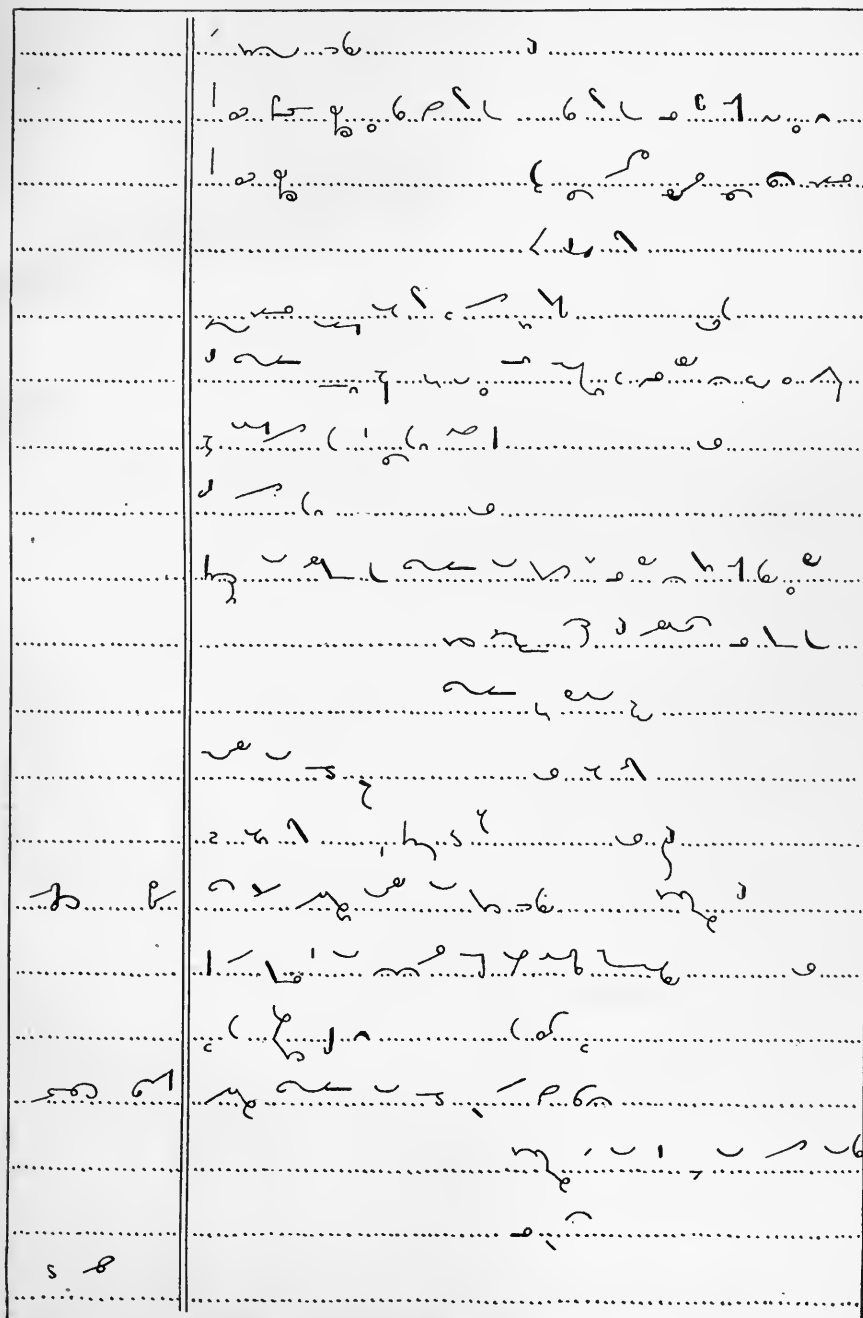
#### RE-CROSS EXAMINATION.

By Mr. Willard:

Q. Are you positive that Mr. Nagle never complained about your last sale to him?

A. I am very positive that he never did, and he never returned any of these goods to me.

PLAINTIFF RESTS.



**TENTH DAY.**  
**SECOND DAY.**

NEW YORK, N. Y., Nov. 6, 1845.

**TESTIMONY FOR THE DEFENSE.**

**HENRY T. NAGLE**, the defendant, sworn in his own behalf.

**DIRECT EXAMINATION.**

By Mr. Willard:

Q. This promissory note, for two hundred and ninety-eight dollars and fifty-seven cents, which you gave Mr. George Binder, for goods purchased, did you pay it when it became due?

A. I did not.

Q. Why not?

A. Because I found out, after giving the note, that Mr. Binder had not sent me the kind of goods ordered, and the goods were inferior to the ones I had previously bought at same price.

Q. Did you ever speak to Mr. Binder of this?

A. Yes, sir, repeatedly, and sent the goods back to him, but he would not receive them.

Q. Did he give you any reason for not taking the goods back?

A. Only that he would not receive them.

Q. You are positive that he never gave any reason?

A. I am positive he never did to me.

Q. When did you first complain personally to Mr. Binder, in relation to the goods bought of him, January 29, 1843?

A. It was either the first or second or third day of February, 1843. I received the goods a day or two after the note was given, and I called on Mr. Binder the very day I received the goods, but he was out, so I left word for him to call on me, which he did on either the first, second, or third of February, 1843, and I then complained personally about them. He then said he would not receive them back.

Q. You asked him to take them back, did you?

A. I did.

Q. And he positively refused, you say?

A. Yes, sir; positively.

Q. Giving what reason?

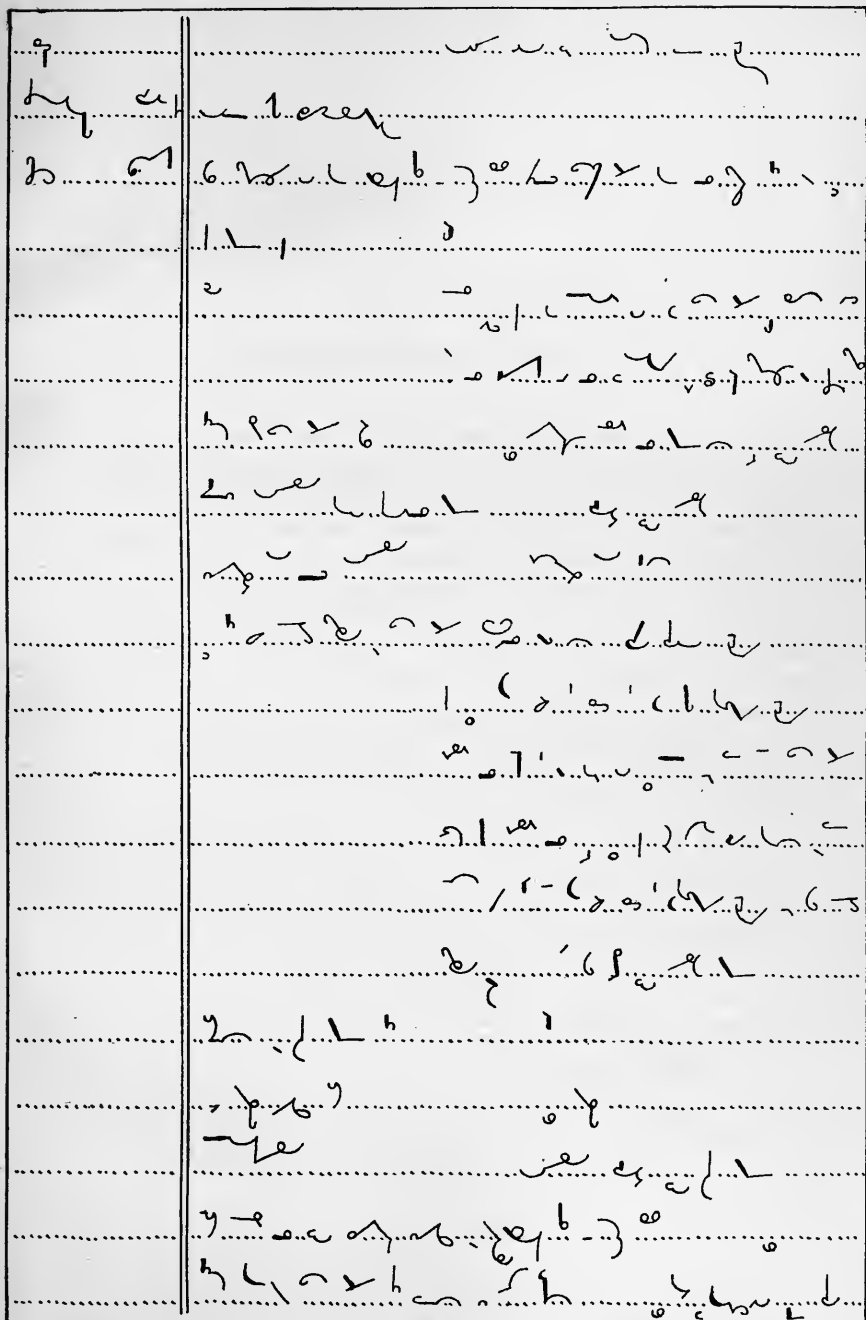
A. No reason, only that he would not take them back.

Q. And you say, because the goods were not as represented you refused to pay this note of two hundred and ninety-eight dollars and fifty-seven cents?

A. Yes, sir.

Q. Did you ever offer to pay Mr. Binder what you claim you rightly owed him?

A. Yes, sir; if he would, from the amount of the note, deduct twenty



dollars, the price of the instruments I desired to return, I was willing to pay the balance.

Q. Did you offer this money personally to Mr. Binder on or before the day the note became due?

A. I offered it several times before, and on the day the note became due, also.

Q. Did he accept?

A. He did not; he positively refused to accept the money.

Q. Giving you no reason?

A. None whatever.

Q. Did you offer him the money at any time after the note was protested?

A. I offered him, some days after the note was protested, the same amount as I had offered him before, but I refused to pay the protest on the note, and also refused to pay for the goods I didn't want.

Q. And you tried to return the goods?

A. I did, several times, before and afterward, and am willing to return them yet, as I have them in the same condition as when bought.

Q. Has Mr. Binder, at any time, received any money from you on account of your indebtedness to him?

A. Twice on account; and he was willing to receive the amount I offered him before the note was due, but he would only receive that money as an account payment. He declined to receive it with the instruments, as a full payment.

Q. You say you offered to pay that note after it was protested?

A. I offered, after the note was protested, to pay Mr. Binder two hundred and seventy-eight dollars and fifty-seven cents cash, and return the goods not ordered, if he would give me the note. But I would not pay the protest, and, of course, I refused to pay for goods that were not the ones ordered. I made this offer before the note came due, and the day the note was due, but only once after it was due.

Q. Was your offer accepted?

A. It was not.

Q. Did you ever pay Mr. Binder any money on account of this note?

A. I did.

Q. When?

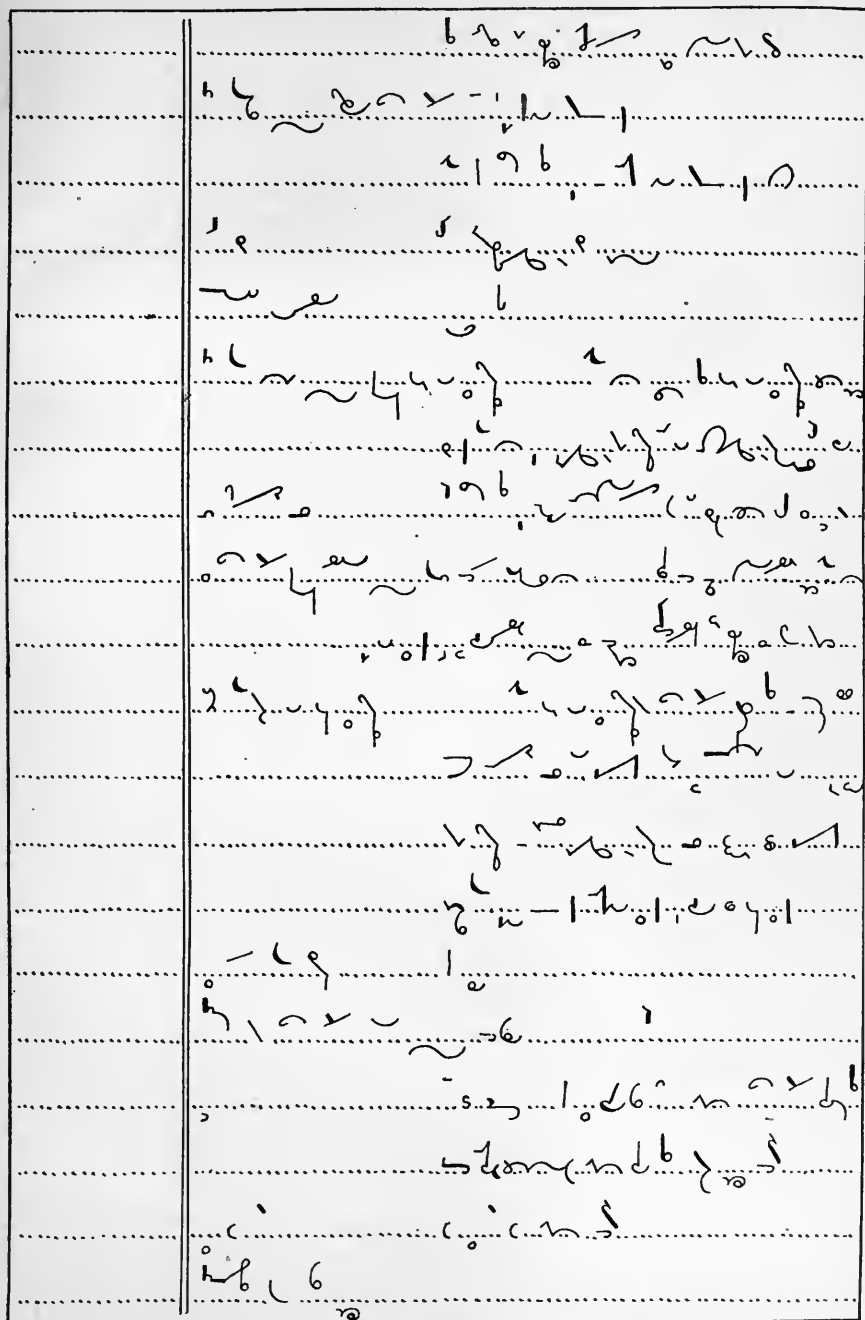
A. On one occasion—it was January of this year—I paid him—Mr. Binder—twenty-five dollars, and again, on the 23d of same month, I paid him twenty dollars, both amounts on account of the bill.

Q. Was that all?

A. That was all that I paid him on account of the bill.

Q. Did you get receipts for these amounts?





A. I did not. He promised to send me receipts, but never did.

Q. Why did you not get receipts at the time these two payments were made?

A. Because they were made under circumstances which made it impossible to get them.

Q. How was that?

A. The first amount of twenty-five dollars was paid in Desbrosses Street Ferry, upon my meeting him there, and the second amount just outside of my office door, when I was starting out to fulfill an important engagement, and had only just time to catch the train.

Q. What makes you so positive about paying these amounts?

A. Well, I remember the transactions distinctly, and the entries are in my cash-book for those days.

Q. Is this the cash-book you refer to? [Showing book.]

A. It is.

Q. Can you point out the entries you refer to?

A. Yes, sir; there they are. [Indicating.] This is the first entry. [Reading.] January 13, 1845, paid to George Binder, on account, twenty-five dollars. And here is the other, in same words, under date of 23d, same month and year, twenty dollars.

Q. In whose handwriting are those entries?

A. They are in my own handwriting.

Q. You kept your own books at that time, did you?

A. I did—yes, sir; have always kept them and do now.

Cash-book offered in evidence and marked Exhibit A.

Q. Have you no other corroboration of your memory, excepting this book?

A. Yes, sir; a salesman of mine, Mr. Long, witnessed both payments.

Q. How was that?

A. He was with me at Desbrosses Street Ferry when twenty-five dollars were paid to Mr. Binder, and he stood at the window of my place of business when I handed twenty dollars to Mr. Binder on the 23d of January.

Q. Did he see both payments?

A. He says so—yes.

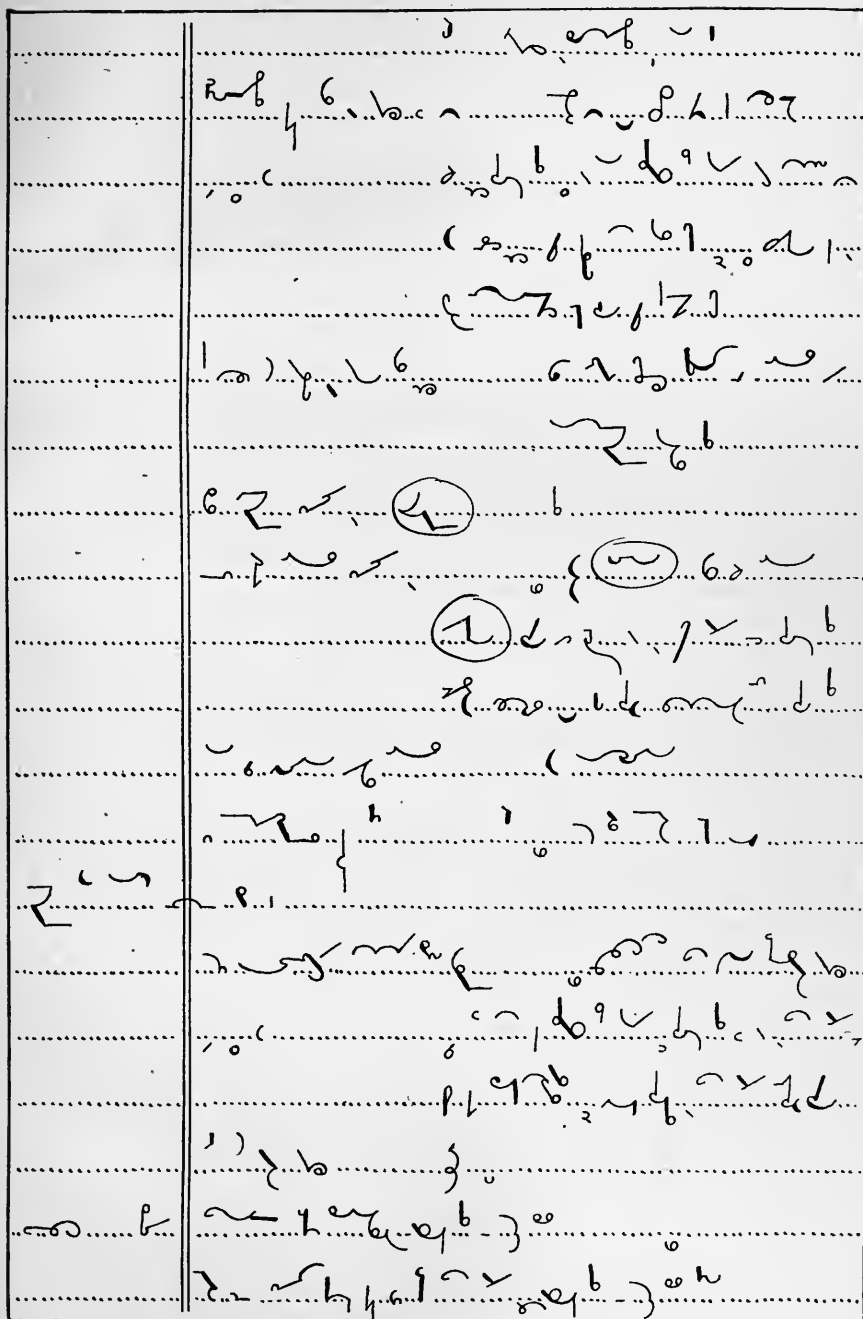
#### CROSS EXAMINATION.

By Mr. Stover:

Q. Mr. Nagle, you admit signing this note for two hundred and ninety-eight dollars and fifty-seven cents?

A. Yes, sir.

Q. And by that act you really admitted at the time that you owed Mr. Binder the sum of two hundred and ninety-eight dollars and fifty-seven cents, did you not?



A. I thought that amount was correct, then, because I presumed the goods were all right.

Q. Did you not know they were all right, Mr. Nagle?

A. No, sir; I did not.

Q. Then why did you sign the note?

A. Because I thought the goods were all right.

Q. Now, do you mean to say, Mr. Nagle, that you would have signed that note, if you had not had positive evidence that the goods were all right?

A. I mean to say that I did sign that note without such positive knowledge.

Q. Do you go about signing notes in that way, Mr. Nagle?

A. No, sir; not generally. Especially not since then.

### DEFENSE RESTS.

### REBUTTAL.

JAMES WILSON, a witness for the plaintiff, being duly sworn, testified :

By Mr. Stover :

Q. James, where do you reside ?

A. 1132 Franklin Street, this city.

Q. In whose employ are you ?

A. Messrs. Bridge & Close.

Q. In whose employ were you in January, 1843 ?

A. I was in Mr. George Binder's employ.

Q. In what capacity ?

A. I was delivery clerk for Mr. Binder.

Q. Do you remember this last order of Mr. Nagle's ?

A. Yes, sir.

Q. Did you attend to its delivery ?

A. Yes, sir.

Q. In what way ?

A. I packed the goods and gave them to the drayman to deliver to Mr. Nagle.

Q. Did Mr. Nagle ever complain about receiving the wrong goods on this occasion ?

A. Not that I know of.

### CROSS EXAMINATION.

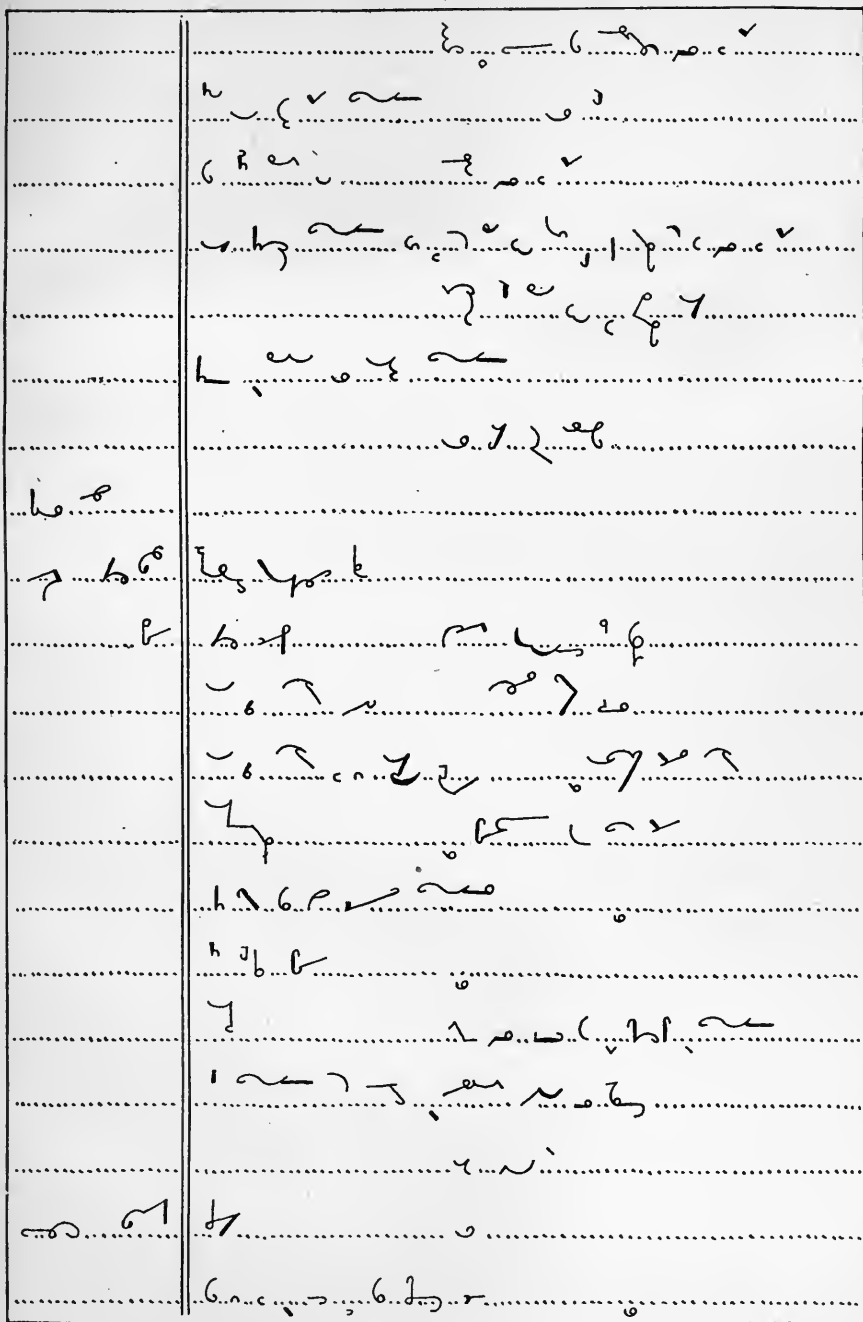
By Mr. Willard :

Q. What is your age ?

A. Nineteen.

Q. Then you were about sixteen when this transaction occurred ?

A. Yes, sir.



Q. You would not have known if Mr. Nagle had complained about his goods, would you?

A. Not unless I heard him complain.

Q. Such complaints were not usually brought to you, were they?

A. No, sir.

#### SURREBUTTAL.

HENRY T. NAGLE, the defendant, recalled :

By Mr. Willard :

Q. You have said, in your examination-in-chief, that you complained frequently to Mr. Binder about sending you the wrong telegraph instruments—were these complaints made verbally, or in writing?

A. Both.

Q. On what occasions were they made in writing?

A. On the day I received the wrong goods. I stopped in to see Mr. Binder; and, as he was not in, I left a note on his desk in reference to the matter.

#### CROSS EXAMINATION.

By Mr. Stover :

Q. Who was present when you left that note?

A. I think James Wilson was.

Q. You think! Are you positive?

A. I am not positive; it might have been someone else.

Q. Did you call anyone's attention to it?

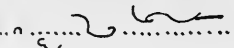
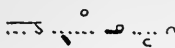
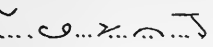


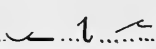

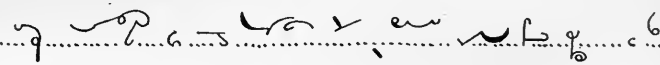
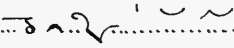



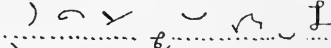


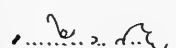



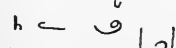
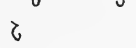


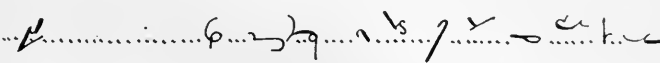
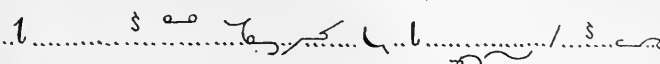
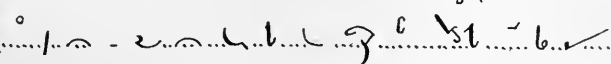
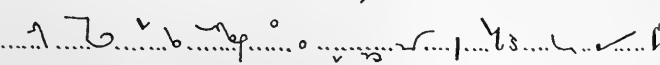



A. I think not.

#### EVIDENCE CLOSED.

#### CHARGE OF THE COURT.

GENTLEMEN OF THE JURY—This is an action of Assumpsit, brought by George Binder, the plaintiff, against Henry T. Nagle, the defendant. The plaintiff seeks in this action to recover from the defendant a sum of money which, the plaintiff claims, is due him and owing him from the defendant for merchandise delivered by the plaintiff to the defendant on the defendant's order. The principal contention between the parties in the present suit is as to the amount actually due by the defendant to the plaintiff, for the order and delivery are admitted by each.

The only witnesses in this case, with the exception of James Wilson, whose testimony is unimportant, are the parties, the plaintiff and the defend-

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int, themselves. So far as this evidence shows, there have been no other witnesses brought forward corroborative of their testimony. The law makes the parties to the suit competent witnesses. You are the judges of their credibility, and where they differ in their statements, you may determine which of them is correct.

The plaintiff contends that he delivered the goods ordered, that settlement was made by a promissory note on which no money was paid when due at the bank nor since. The defendant, on the other hand, swears that the goods received were not those ordered, that he endeavored to return them, and that he paid forty-five dollars on the note, for which he has received no credit.

Gentlemen of the Jury, here you have these statements of these two parties, and it is for you to determine which is correct. The burden rests upon the plaintiff to show you, by the weight of evidence, that his statements are true in every particular, and he must satisfy you, by the evidence, that they are so before he can recover the amount claimed.

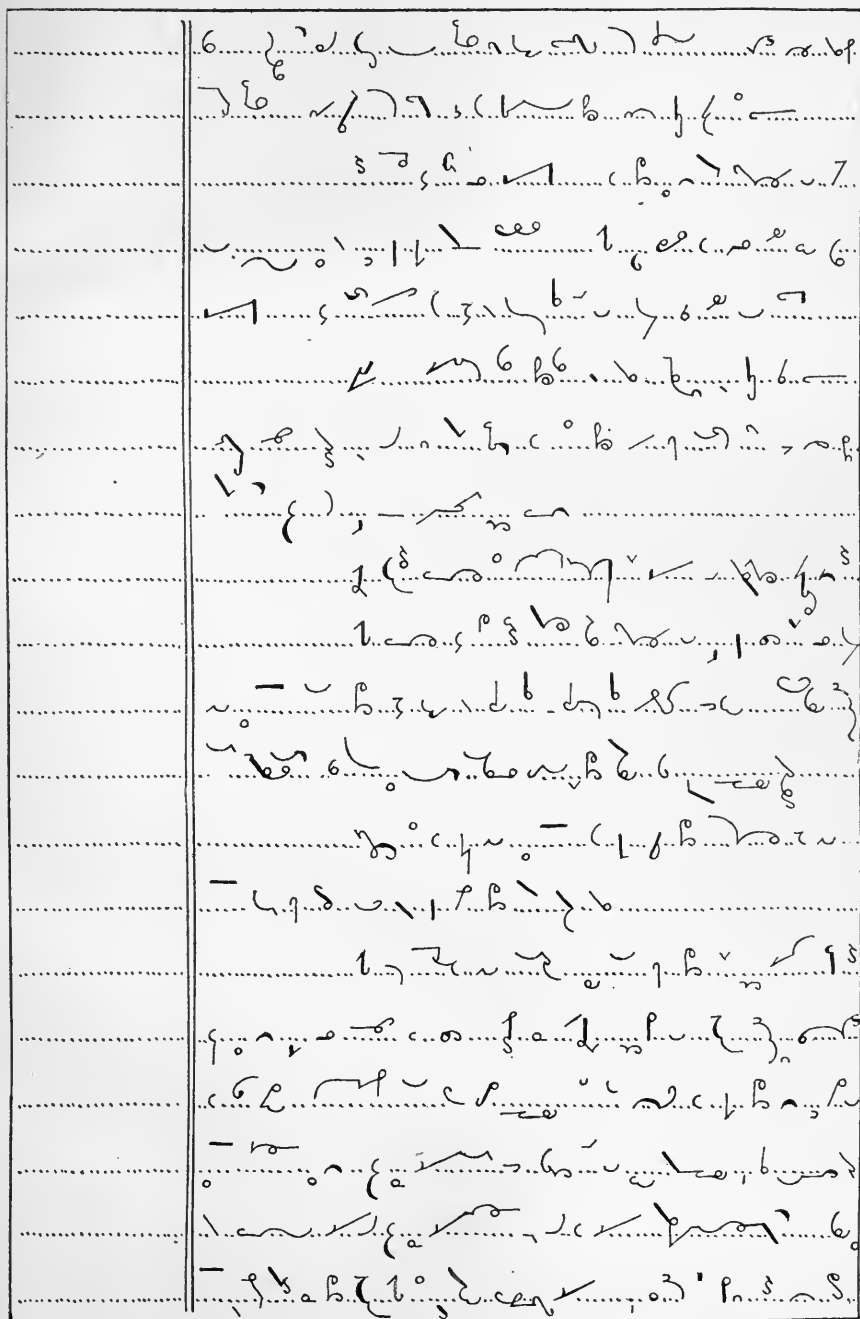
The dispute, therefore, of the plaintiff's claims, is limited to the validity of the order and the possibility of the payments which the defendant says he made the plaintiff.

The defendant claims that he settled with the plaintiff by means of this promissory note before he had examined all the goods for which the note was given in settlement, and that he afterward paid twenty dollars and twenty-five dollars, respectively, on account of that note. In relation to this note, we have to say that, in the absence of any evidence—that is, if there was no other evidence in this case—relating to the settlement by this note, then it would be conclusive upon this plaintiff.

The presumption is, that at the time the note was given they had a just settlement of their matters, and that the note was given for the true balance known to be due on such settlement by both parties.

The defendant, however, contending that the note, in point of fact, was not in true settlement of the amount he really owed the plaintiff—that it was made before the goods concerned were examined—the said plaintiff has a right to dispute the amount of said note, and, therefore, we have to say to you, as a matter of law, that while such a note, like a receipt in full, is generally conclusive, yet, if it may be shown that, at the settlement made when such note was given, a mistake was made—that there was an error in the account—then the amount on the note would not be conclusive, but it is incumbent upon the party claiming error, to show that there was an error and mistake and to show that error by satisfactory and unmistakable evidence. This note was given to and accepted by the plaintiff as a settlement, and, therefore, the defendant is bound by that note unless he can prove error. But, as we have already said to you, the plaintiff may explain





the note, and, if he, by clear and satisfactory evidence, has satisfied you that there was a mistake made at the time, or that he made it under a misapprehension, then this paper does not bind him.

Gentlemen of the Jury, I do not know that it is necessary for me to say anything further in my general charge. The only items of dispute between these parties are the two alleged payments, on account of the note given, and the value of the goods which, it is claimed by the defendant, he never ordered, tried to return, and has no use for, facts for your judgments alone to decide.

Now, Gentlemen of the Jury, something has been said during the trial of this case, in relation to the pecuniary ability of the plaintiff and the defendant. I simply have to say, that whatever may be their standing and their pecuniary ability, it can not effect the rights of the one or the other in this case.

You will take this case, Gentlemen of the Jury, apply to the evidence the rules of the law, as I have stated them, and render such a verdict, under your oaths, according to the evidence of the case, as your consciences will approve.

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AUTHOR'S NOTE.—The above concludes our exercises in Court Reporting, and if the student has practiced each of the cases contained in the entire series in accordance with the rules for such practice, given elsewhere in these pages, he or she, as the case may be, will have gained a certain amount of facility in writing not possessed before, and, in addition, will have learned more respecting the natural plan of phrasing, which best comes with practicing such exercises as these Court Cases and the Business Letters. At first the student may find it more difficult to phrase than to write words separately, and may think, because the same words are round phrased on some occasions, and not in others, that there is no set rule or necessity. The explanation of the variation in phrasing is, that words should be phrased as they are sounded, that is, when words are run together by the voice, write them together, providing the simple rules for phrasing, given in our lessons, are not violated; and, where there is hesitation between uttered words, then do not phrase, as it is advisable, if possible, that phonography represent what is known as voice punctuation, on which is really based type punctuation, both of which often furnish the exact meaning of written words.





### CONVENTION REPORTING.

Amanuensis work and court reporting, have been illustrated and explained to some extent by other authors; not, however, nearly so thoroughly as in this work, and convention reporting has never, to the best of the author's knowledge and belief, even been treated. Many shorthand students are ambitious to become newspaper and convention reporters—to know what to report at a meeting, what portions of it to incorporate in their printed reports, and what portions of the proceedings are best omitted. To give this information in a manner which may be understood by all interested in the subject, and to cover the entire ground, is the object of this present chapter.

Convention reports or reports of meetings, are of three kinds:

First, and least important, are the small paragraphs or incomplete descriptions which one often finds in the large dailies.

Second, the more elaborate and almost full report, which the trade newspapers, interested in the business represented at the convention, would think it advisable to publish.

Third, the absolutely verbatim report, which the association holding the convention or meeting has printed in pamphlet form for use of its members.

Below we give illustrations of how a daily newspaper frequently condenses such matters, unless of general interest.

For instance, one daily might simply notice it in this manner, among other small items:

The Paint, Oil and Varnish Club held its regular monthly meeting last night at the Union League. There was a good attendance.

Another daily might mention it at greater length, thus:

Judge Gresham was the guest of the Paint, Oil and Varnish Club at its regular monthly dinner and meeting at the Union League last night. The Judge made a characteristic speech and was warmly applauded. Other speakers made brief addresses in reference to the business interests represented.

While another daily might condescend to give the item a heading as follows:

#### **Meeting of Paint Manufacturers.**

The paint, oil and varnish interests of Chicago were well represented at the meeting of the local paint club at the rooms of the Union League last night. George H. Vrooman presided; D. Van Ness Person, secretary.

Resolutions were adopted requesting the white lead trust to consider the claims of the paint grinders by arranging for a more liberal rebate the coming year, and asking the linseed oil crushers to provide similarly for rebates on that product.

Judge Gresham was the guest of the evening, and spoke of the benefits of trade organizations.

And so on, ad infinitum, according to the pleasure of the editor or reporter, and the space at hand.

On pages 261 to 270 we present the report of the same meeting exactly as it was printed in the trade paper interested in the delibera-

tions of the association holding the meeting; and on pages 234 to 259 we give the report, absolutely verbatim et seriatim, precisely as taken, and as written out for publication in pamphlet form by the association concerned.

By a comparison of the extended report for the trade newspaper with the verbatim report for the association, it will be noticed that the trade paper generally prints the important resolutions and speeches in full, also all important discussions—at least, such of them as will not divulge the secrets of the trade—contenting itself with a mere description of some of the unimportant resolutions and proceedings, instead of reporting them all verbatim. For instance, instead of printing the words which the president utters when he puts a motion and announces it as having been carried, the trade paper report would read simply "Carried," or where a member makes an elaborate excuse for something of no importance, the trade papers will simply state that Mr. So and So made remarks appropriate to the occasion, etc., etc.

In the report which is furnished to the association, for the use of its members, every word, important or unimportant, is given, furnishing an absolutely verbatim report, which may or may not be garbled afterward by the secretary or members before its association prints it; though, as a rule, it is printed exactly as transcribed. This latter report, as it goes in pamphlet form, should have a title page, which title page should contain the name of the convention, what annual or monthly meeting it is, if any, where held, and the date. This is for the cover page, and may be duplicated on the inside title page when printed, but need not figure twice in the reporter's transcription, as such pamphlets also contain, on other preceding pages, or on pages at the end of the book, according to the taste of the secretary, the names of the officers and committees, with often a list of the entire roster of members, but these matters are attended to by the secretary of the association. The stenographer, however, had better, for a convention of two or more sessions, furnish an index to the subject matter, such as the page on which the different sessions commence, the page on which each resolution is to be found, and the same respecting speeches or important discussions. This is, of course, unnecessary for a meeting of only one session. Illustrations of such title page and index are given on pages 231 and 232. Other than this preliminary information the report generally starts off as shown on page 230 or 233 of this book.

In reporting a convention, there is less to become familiar with than in a court trial, but there is also more skill required. In the heat

of discussion, a business man who may have had no experience in public speaking is apt to talk much faster than any court witness does or any ordinary speaker could. In addition, he will make use of technical expressions peculiar to his business, which are as familiar to him as any common words of general conversation, but which may be Greek to any one outside his line of business, and, as sometimes the reporter will have to wait a second or two to catch a meaning of the speaker or hear what his mumbled words are, the convention reporter needs to have more speed to make up for those waits.

When engaged for a convention or at the time he enters the room where it is held, the reporter should get a copy of the printed call of that convention, which will give him all the necessary information respecting its proper title or heading. If he is acquainted with any of the members he is well prepared, but, if not, then he should sit next to the secretary, treasurer or president, or some officer who knows most of the members of the convention and can whisper their names to him when they speak. Having once heard the name of a speaker, he should attempt to fix it well in his memory, in case the speaker frequently takes part in the proceedings, and the reporter should always write each speaker's name in shorthand, immediately beginning the words uttered by such speaker, as memory will not always help the reporter to afterward place the proper names to the proper notes. It is not necessary to write the names in full. Simply the last name, as upon the different shorthand pages following. Of course, when the president, treasurer or secretary speaks, their names need not be written, but simply their titles. Commence every person's remarks indented about an inch from the left-hand side of the line in note-book, so as to be easily found.

If a resolution or speech is read, it is not necessary to take it in shorthand, if you can borrow the paper and make a copy of it afterward. In fact, anything that is read need not be written, if you can borrow the paper containing it. Such reading is generally at too great a rate of speed to be easily taken, and you might just as well save yourself the effort. People can read much faster than they can talk impromptu. The minutes of preceding meeting are, of course, never taken and are generally given in one's notes as shown on page 235. Laughter, applause and other descriptive matter are treated similarly.

In reporting a convention of several days' length, if the report is needed promptly for a trade newspaper, the reporter has generally assistants, and one of them writes for perhaps a half-hour, is then relieved by another, and he in turn perhaps by a third, while the first is

writing or dictating to a typewriter operator the notes he has taken, returning to relieve the last one. Four to six sometimes thus alternate, both in conventions and court trials, where daily transcription is required, such being also the practice in Congress and all large bodies, Congress being, by the way, but a big convention, and no more difficult to report than any trade meeting. At meetings of only one session, or where there is no immediate hurry for transcription, one reporter is, of course, sufficient.

In Congress and State Legislatures, each stenographer generally writes even less time at a sitting, each being relieved regularly (for a number do the work), and, as statesmen generally ask for, and obtain, the transcription containing their remarks before they go to the printer, the remarks are frequently so changed as to be far from being verbatim.

A convention of several days' length or a meeting of one hour are each alike subject to the same rules, the only difference being in their length, and the fact that the short one needs only one heading, while the long one has a heading for each session, but as remarks respecting one session are the same as to any number, the subject is fully illustrated in this book by the one hour's session of the monthly meeting of the Chicago Paint, Oil and Varnish Club, reported verbatim in the pages opposite the shorthand of this portion of the book, just as would have been done in the case of a convention, where the work was arranged for pamphlet form.

The reason for the differences between the verbatim report on pages 234 to 259, and the report, nearly verbatim, made for a trade paper, pages 261 to 270, are fully explained by the side notes on the last named pages.



## TWENTY-SIXTH ANNUAL CONVENTION

of the  
AMERICAN INSTITUTE OF ARCHITECTS.

---o---

October 20th, 21st and 22d,

1892.

AT CHICAGO.

---o---

## FIRST DAY.

The first day's session of the American Institute of Architects was held on the evening of the 20th of October, at the Recital Hall of the Auditorium, Chicago.

Convention called to order at 8.15 o'clock by the President, Edward H. Kendall of New York; Mr. D. Adler of Chicago, Secretary.

President Kendall addressed the Institute as follows:

(Insert President's Address.)

Minutes of previous meeting read and approved.

President Kendall.--The next business before the convention will be the reading of the report of the Board of Directors.

Report read by the Secretary as follows:

(Insert.)

President Kendall.--The next business is the reading of the report of the Treasurer. As the Treasurer is absent, your Secretary will read the report.

Treasurer's report read as follows:

(Insert.)



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 A S S O C I A T I O N ,  
 i n  
 Convention,  
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 The Arlington Hotel, Washington, D. C.  
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 September 29, 30;  
 October 1, 2, 3 ,  
 1890.

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## I N D E X.

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## FIRST DAY PROCEEDINGS.--Evening Session.

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## TUESDAY.--Morning Session.

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## P R O C E E D I N G S

of the

SEVENTEENTH ANNUAL CONVENTION OF THE NATIONAL WHOLESALE DRUGGISTS'  
ASSOCIATION.

---o---

Washington, D. C., Sept. 29, 30; Oct. 1, 2, 3, 1890.

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FIRST DAY.--Evening Session.

Meeting called to order at 8.15 p. m.

President Van Schaack:--In calling the convention to order, I will detain you but a moment while expressing the great pleasure which I experience in meeting with you once more face to face, and permit me to add that I trust there will be a full and free discussion of every subject which comes before this association and upon which there is any difference of opinion. It has been my experience, gentlemen, as well as that of others who have occupied this chair, that after adjournment some gentleman has remarked that "he did not think it good policy" though we never had the pleasure of hearing his voice during the discussion. We wish a free discussion and a full one as to the expediency of every move we make. There are gentlemen on this floor who are able to teach us much, but their inherent modesty and the unsteadiness of their legs--the infirmities which the speaker himself experiences--prevent us hearing from them as we should. Let there be a reform in this regard. If there are any gentlemen present representing any of our sister associations, they will kindly send their names to the chair. The first order of business, gentlemen, is the roll call.

## REGULAR MONTHLY MEETING

OF THE

## CHICAGO PAINT, OIL, AND VARNISH CLUB

AT THE ROOMS OF THE UNION LEAGUE, CHICAGO, ILL.

*THURSDAY, OCTOBER 17, 1889.*

Dinner at 6:00 p. m. Thirty members present.

Meeting called to order at 7:30 o'clock by President G. H. Vrooman.

THE PRESIDENT—The meeting will please come to order. We will listen to the reading of the minutes of last meeting. The Secretary will please read them. [Minutes read.] You have heard the report of the Secretary of the September meeting—what will you do with it?

MR. COFFIN—I move it be approved as read.

MR. PETTET—I second the motion.

THE PRESIDENT—It is moved and seconded that the report of the Secretary be approved as read. All in favor will please signify the same by saying aye. Contrary, nay. So ordered. The report of our Treasurer is next in order.

TREASURER ROSENTHAL—Mr. President, your Treasurer respectfully asks to be excused from making a detailed report to-night. I have only sent the bills out a week ago. Part of them have been paid, but not many of them. Anyway, I can assure the gentlemen there is enough to pay for to-night's dinner, and by next meeting I expect to be in position to make a regular report.

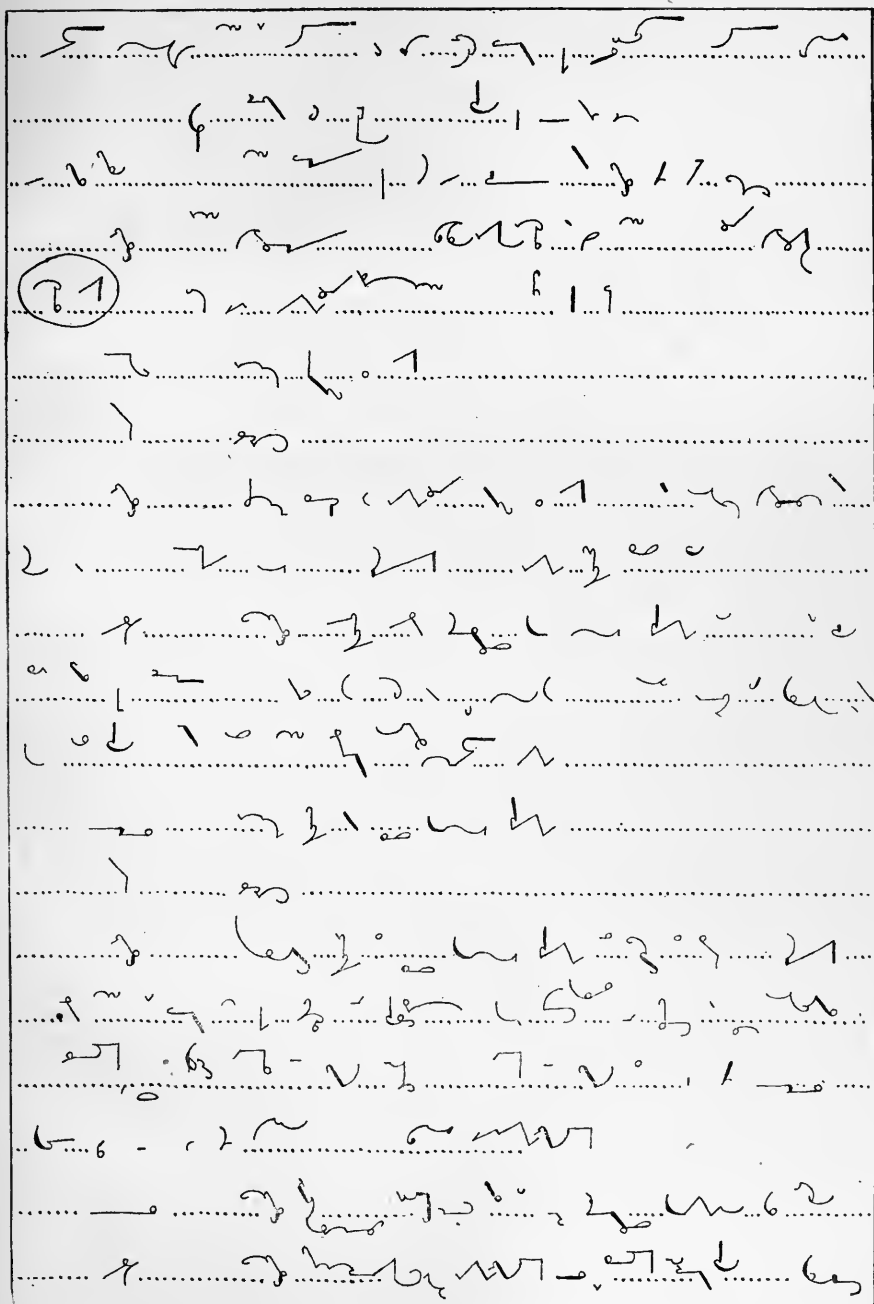
MR. COX—I move the Treasurer be excused from making a detailed report.

MR. PETTET—I second the motion.

THE PRESIDENT—If there is no objection, the Treasurer is excused from making a detailed report, and his verbal one is accepted. So ordered. A special meeting of the Club met at the Sherman House on the 22d of September, for the election of officers and the transaction of some unfinished business. The Executive Committee was there authorized to appoint the committees on membership and entertainment. The Committee on Membership is A. G. Cox, Frank Hayes, and E. C. Lynn. We will now hear the report of the Membership Committee.

MR. COX—Mr. President, I believe, so far as I am concerned, I have not got down to active business yet, and I would ask to be excused from reporting this evening.

MR. ROSENTHAL—Mr. President, permit me to call your attention to the fact that the report of the Membership Committee goes to the Executive Committee, and not to the Club dinner. There is no occasion



for a report of the Membership Committee in open meeting.

THE PRESIDENT—Mr. Rosenthal is correct in this respect, that the Executive Committee acts upon all applications and elects members to the Club, but it has been customary heretofore that the chairman of the Membership Committee report to this meeting the names of such members as have been elected, for the information of this Club. If there is no objection, the Membership Committee will be excused from a detailed report. The report of the Entertainment Committee you have had before you for some time; I heard no objection to its particulars, and I believe most of them have been placed on file. [Laughter.] At the first convention of the National Association held at Cleveland, in January last, a resolution was adopted relating to credits, the idea being to control the terms of sale and the discounts for cash. This subject was taken up at our May meeting and discussed, and referred to a committee composed of John Wadsworth, John F. Weare, and A. G. Cox. Is that committee ready to report?

MR. WADSWORTH—Mr. President, I was not here at the time I was appointed on that committee, and nothing was done since. I would like further time.

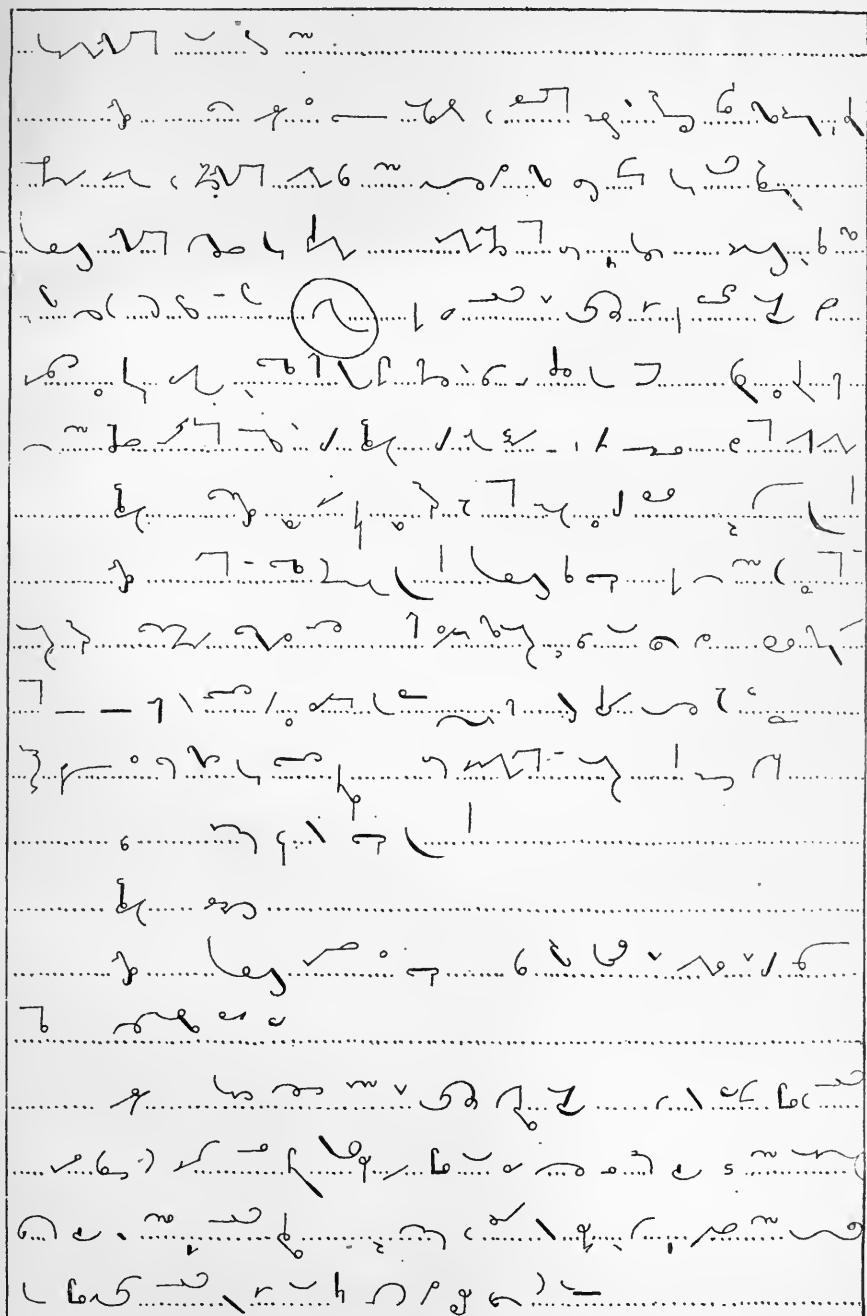
THE PRESIDENT—The Committee on Credits asking for further time, if there is no objection it is granted. At the May meeting there was a committee on Naphtha appointed—Mr. Mutchmore, Mr. Burns, and myself. The idea is to regulate the price of Naphtha when sold in small lots. As soon as practicable, your committee came together and drew up an agreement which was circulated for signature among the trade, obtained twenty-three names, and there we stuck. I can not say that the outlook is very brilliant for an agreement at the present time. You have heard the report of the Committee on Naphtha; what action will you take?

MR. HAYES—I move that it be granted further time.

MR. WADSWORTH—I second the motion.

THE PRESIDENT—If there is no objection, the request is granted. This, I believe, finishes all the reports of the general and select committees. Miscellaneous business is now in order.

MR. ROSENTHAL—If I am not mistaken, the meeting of the National Association will take place in January. Will it be in order to elect delegates to that convention? I raise this question so early because it will probably be necessary to instruct our delegates in certain matters, and as we have only one meeting in a month, we will have only two meetings before the convention takes place. I would move that the Secretary be instructed to lay before our next meeting nominations for delegates to the National Convention to be held in Detroit, and also such instructions that we may see fit to give.



MR. COFFIN—I second the motion.

THE PRESIDENT—It is moved and seconded that the Executive Committee at our next meeting present nominations for delegates to the National Convention to be held at Detroit, with such instructions as is thought best to give them. All in favor of the motion please say aye. Contrary, nay. It is carried.

SECRETARY PERSON—I have been handed the following resolution, Mr. President:

WHEREAS, A great change has taken place in the white lead industry, caused by the consolidation of private firms into the National White Lead Trust, which has had the effect of placing the manufacture of white lead upon a more profitable basis; be it

*Resolved*, That it is the sense of this Club that the rebate now being allowed to the jobbing trade is inadequate and unsatisfactory, and we respectfully ask the National White Lead Trust, when formulating their plans for the coming year, to arrange for a more liberal rebate to jobbers, and also take into consideration the claims of paint grinders for an equitable price on dry lead.

THE PRESIDENT—You have heard the resolution read. What action is to be taken? [Several members seconded it.] It is moved and seconded that the resolution just read be adopted. Are there any remarks?

SECRETARY PERSON—Before that motion is put, Mr. President, I would say that a copy of this resolution ought to go to the National Wholesale Druggists' Convention, which meets on the 22d of this month at Indianapolis. If it is the desire of any of the members to incorporate that in this resolution, a motion should be made to that effect. I would suggest that the resolution be sent to Mr. Whitlock of St. Louis, who is chairman of Committee on Reports, who will render his report at that meeting. If we send that to him, he will embody it in his report, or he can simply hand it in to the convention.

THE PRESIDENT—Will that be embodied in the original motion?

SECRETARY PERSON—I would suggest that a motion be made to that effect.

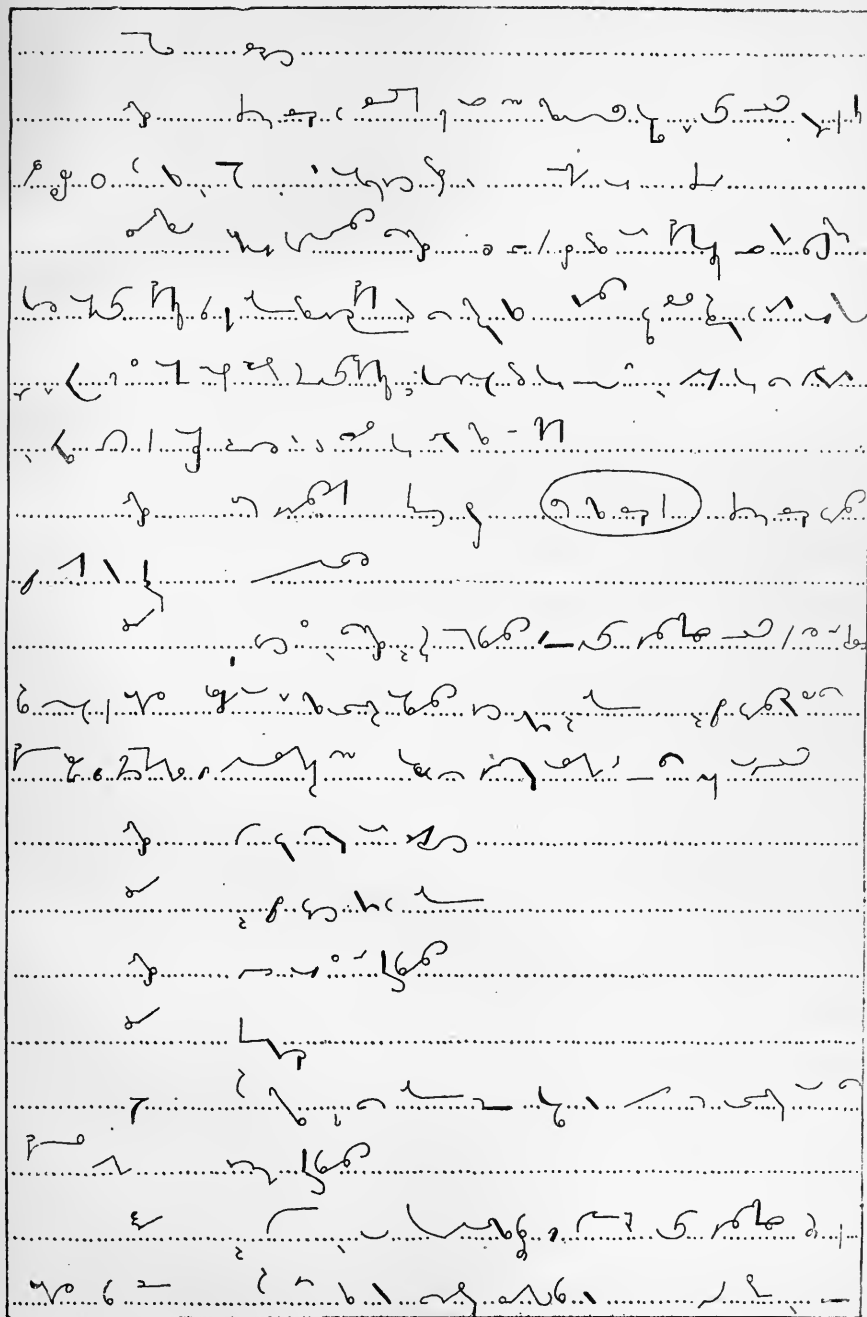
THE PRESIDENT—The question now is on the adoption of this resolution.

SECRETARY PERSON—It can be amended.

MR. CUTLER—I think, perhaps, it would have more effect to have it go from this body rather than have it incorporated in Mr. Whitlock's report. I move the adoption of this resolution.

MR. WEARE—I would like to know if there are any members of this association who are likely to attend the National Wholesale Druggists' Association at Indianapolis this week. I think he might possibly be more respected as a representative of this body. I shall expect to go





there myself as a representative of the trade, and I shall be very glad to know if anybody else is going, so as to present it in shape as a representative from this body. I would be very glad to have Mr. Person, or anybody else who is going to have it presented by us as members of this body.

THE PRESIDENT—The question is on the adoption of the resolution. Then we can afterwards appoint our committee. All who are in favor of the adoption of this resolution as read, please so signify. So ordered. Now, the question of the committee to present the resolution to the National Druggists' Association will be taken up.

MR. COFFIN—I move that a committee of three be appointed to represent this association, and present the resolution.

MR. HAYES—I second the motion.

THE PRESIDENT—All in favor of the adoption of this motion, please say aye. So ordered. I appoint as that committee Messrs. Weare, Cutler, and Person, to represent us before the National Wholesale Druggists' Association in this matter of white lead.

MR. COFFIN—I move that the Secretary be instructed to send a copy of this resolution to the other paint clubs in the United States, and ask for their co-operation.

SECRETARY PERSON—I second the motion.

THE PRESIDENT—All those in favor of Mr. Coffin's resolution please say aye. Carried.

SECRETARY PERSON—I have been handed the following resolution :

WHEREAS, The jobbing trade of linseed oil at the prevailing rates is unprofitable and opposed to good business, and believing that the manufacturers are desirous of establishing and having maintained a schedule of prices which will place this article on a proper basis, be it therefore

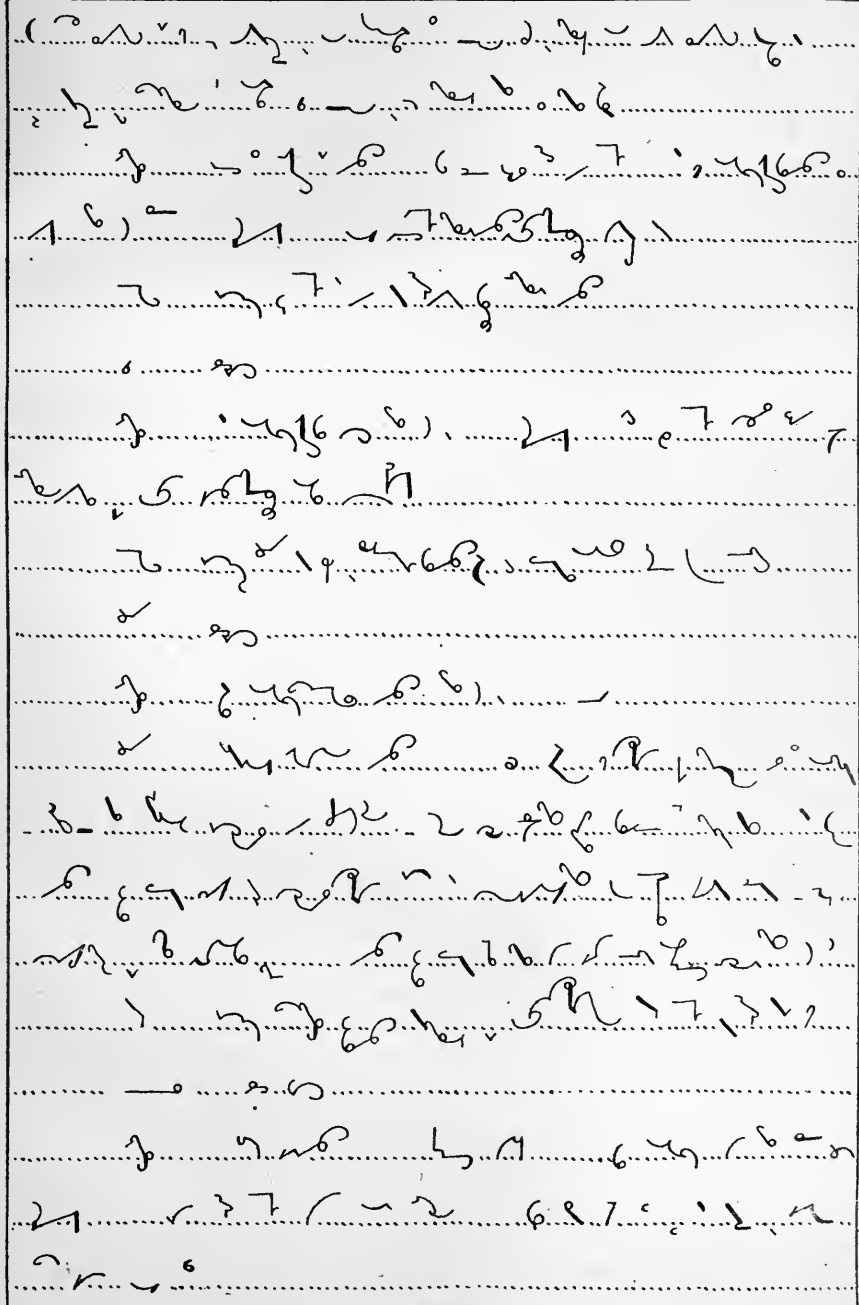
*Resolved*, That this Club urge upon the manufacturers of linseed oil the importance of making a range of prices for quantities which shall be equitable, and afford a margin of profit to the dealers handling this product.

*Resolved*, That this Club and its members will heartily co-operate in such action, and maintain the prices so established.

MR. PETTET—I move, Mr. President, that this resolution be presented to the National Linseed Oil Company by a committee to be appointed by the chair.

MR. COX—I second that motion.

THE PRESIDENT—You have heard the resolution. What action will you take? Those in favor will please signify the same. So ordered. I will appoint a committee later in the evening. This is a subject on which we would all be glad to hear from Mr. Hall, now with us.



MR. HALL—Mr. President and Gentlemen: In this connection allow me to say that, of course, all of the gentlemen present understand that the linseed oil manufacturers will only be too happy to arrange a schedule of prices whereby the jobbers can make a profit on linseed oil. It should be done. But will the jobbers—I know you are laughing—will the jobbers take the profit in case the chance is allowed them to make a profit?

SEVERAL VOICES—Yes, sir; every time.

MR. HALL—Well, I doubt it. We are perfectly willing as an association—I talk advisedly—to allow jobbers a schedule of prices. We will be only too glad to co-operate and make all prices to correspond with what any of the committee you may appoint may recommend. We will give a schedule of prices making a single-barrel price of at least 2 cents a gallon more than the car-load prices. It seems to me that if that committee, that the Chair appoints, will first get the jobbing trade of Chicago to agree to hold to a schedule of prices, and then present them to us, I can assure the gentlemen present now that we will see to it, that their schedule of prices shall be met. [Applause.]

THE PRESIDENT—Mr. Secretary, have you any further business to present?

SECRETARY PERSON—No, sir.

THE PRESIDENT—If there is anything in the hands of any member that they desire to bring before this Club, it can be done at this time.

MR. PETTET—I would like to inquire what the By-Laws require in regard to the change of date for holding the meetings of the Club.

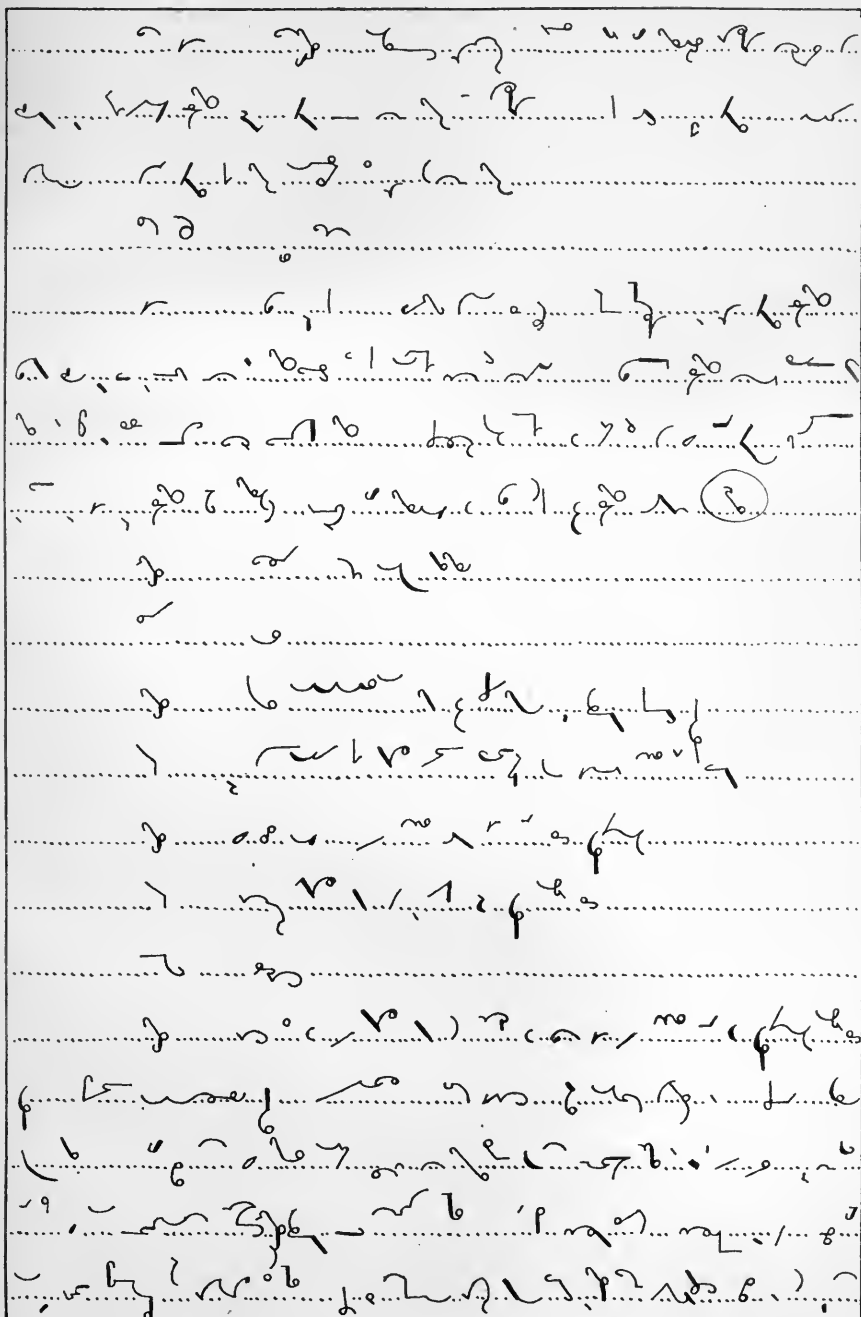
THE PRESIDENT—As it stands now, our meetings should be held on the second Thursday of each month.

MR. PETTET—I move that the By-Laws be changed to read the third Thursday instead of the second.

MR. COFFIN—I second the motion.

THE PRESIDENT—The motion is that our By-Laws be so amended that we may hold our meetings on the third Thursday of each month instead of the second Thursday. It will require unanimous consent to do this. Are there any remarks? You have heard the motion. All those in favor will please say aye. It is carried. There is no further business.

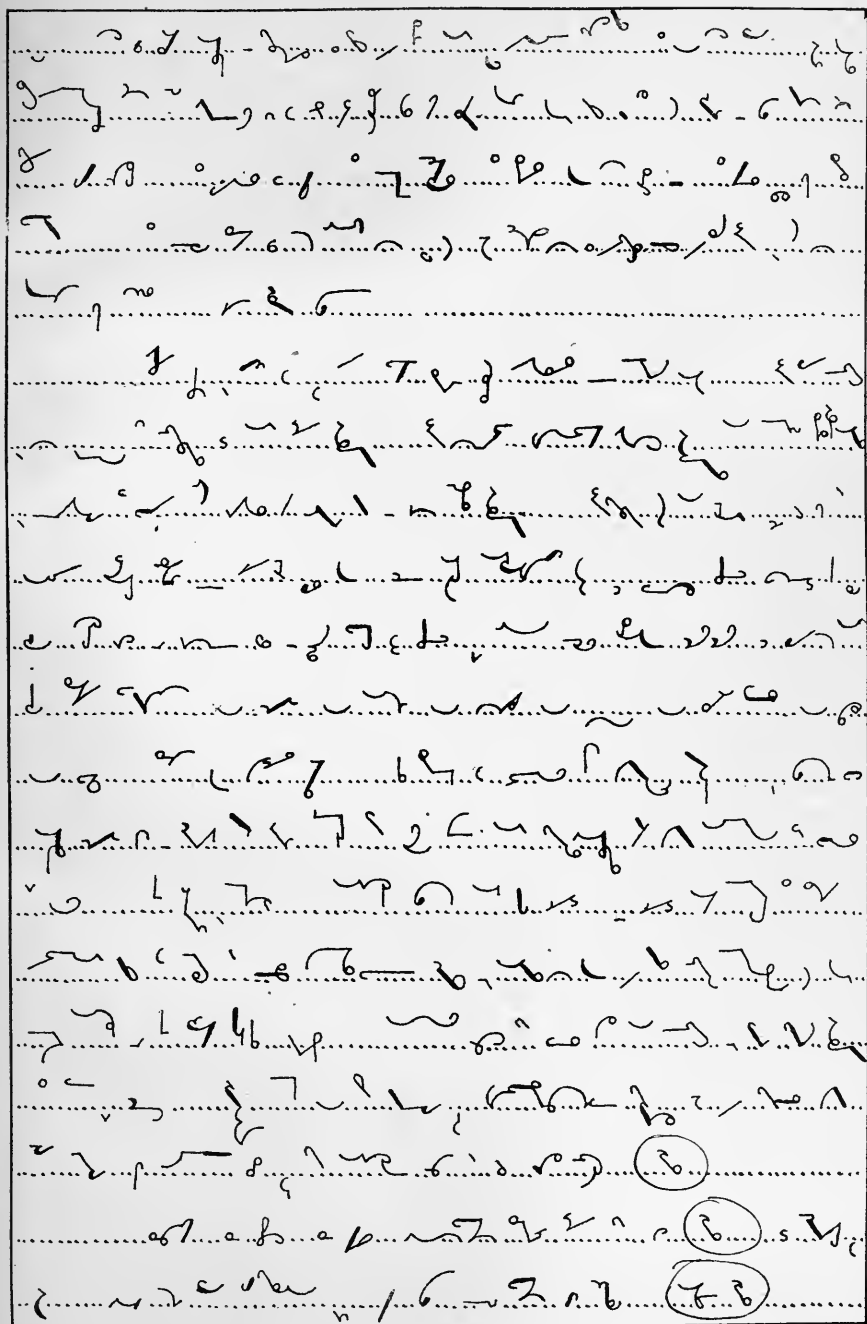
Gentlemen—As this is my first appearance in the chair, some of you may perhaps expect from me an inaugural address of two or three hours, but I met a friend on the street, who, in congratulating me on my election to the presidency of this Club, gave me a little advice. He said, "You must be serious; you must not talk too much." And as he is a gentleman in whom I have a great deal of confidence, I think I will follow his advice. At the same time, as I am talking, I will say that being called upon to preside over a representative body of business men, such as I see before me



to-night—men whose intelligence, industry, and perseverance has placed our city in the front rank of our line of business—is no mean honor. I thank you for this expression of your confidence and esteem, and yet I beg to assure you that I accept, with much hesitancy, this chair, which has been filled for the past two years so ably and well by my esteemed predecessor—John Alston. His rulings were just, his conduct kind and generous, his stories—from my standpoint—good, his jokes, sometimes at our expense, agreeable. His quaint Scotch ways have endeared him to all of us, and though we have lost him as our President, against our wishes, we hope to see him frequently at our meetings. He will always be welcome.

I desire at the same time to remind you that without your cordial support and assistance your officers can accomplish nothing. We hope with your co-operation to make the coming year a prosperous one in the history of this Club. We hope to make a record that will encourage the formation of other clubs, in competing cities of the West, to enable us to carry forward with greater ease the reforms which should be the object and aim and interests of this Club. We hope to prosper so that in 1892, when the paint trade of New York, Washington, and St. Louis come here to attend the World's Fair, we can entertain them in a manner that will remind them that when Columbus discovered America it was not only Manhattan Island and the Potomac flats and Shaw's Garden that were discovered, but the entire continent, extending from ocean to ocean; where we are to have in the twentieth century, according to Bellamy, no army, no navy, no merchants, no money, no servant girls, no saloons, no court-houses—consequently few lawyers and judges—it is expected that the Cronin trial will be finished by that time—but we will have a grand industrial army, controlled and operated by a happy and contented people, sharing alike in the profits of the industries, all of which will be in keeping with the greatness of the nation. What an Utopia to contemplate! In the mean time, we live in a different era—an era in which competition is severe, requiring the best thought and patience, of organizations like this, to correct abuses and to enable us to make from our business a profit compensating us for the capital invested and the time and energy devoted to its pursuit. In my opinion, the solution of our difficulties lies in co-operation, and I believe the membership of this Club is equal to the occasion. I believe that they will commit no step backward, but that they will grasp and solve the difficult problems, and that our progress will be onward and upward until Chicago stands without a peer in the manufacture and sale of paints, oils, and varnish. [Applause.]

As a soldier, as a statesman, as a jurist, the name of Gresham is a part of the history of our land. [Applause.] One can not be written without the other. I now have the honor, gentlemen, of presenting to you Judge Walter Q. Gresham, who will address you. [Enthusiastic applause.]



JUDGE GRESHAM—Gentlemen: I fear that you have mistaken this introduction of your President to have been somewhat sought on my part. I am invited as your guest, and not as one who is expected to address you. I have enjoyed the evening very much, and why should I be called upon to address an assemblage of business men—this body of men representing a particular branch of trade—the oil, paint, and varnish business?

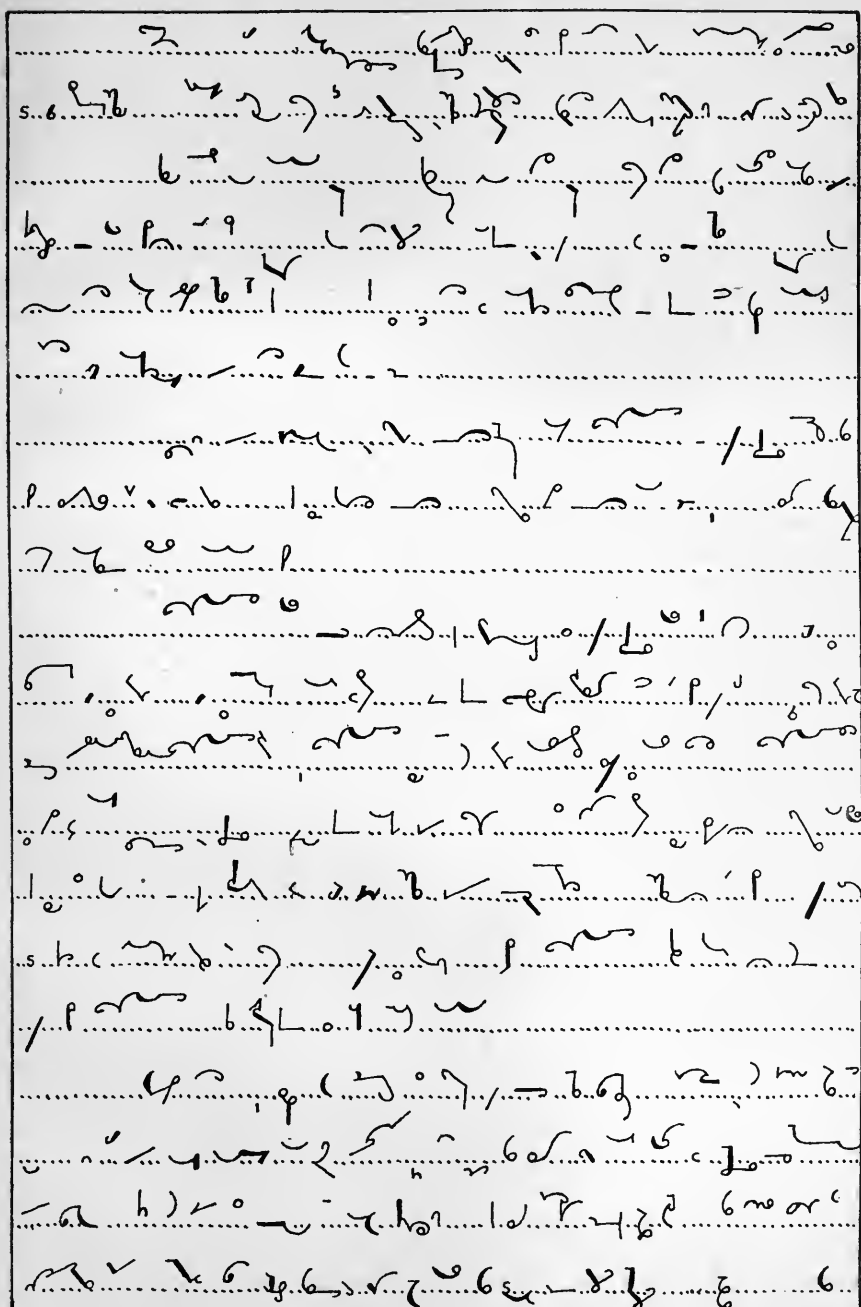
It is not because I know anything about it. It is safe to say that I know less about it—very much less—than anyone else in this room. What the President's good friend said to him on the street, it would be well for me to observe—not to talk too much. That was good advice. It would be well for many men if they received such advice and heeded it. Time was when men were in demand simply because they could talk whether they said anything or not. The men who are in demand now are men who can think and act.

Some of you are old enough to remember the campaign of 1858, in which Mr. Lincoln and Judge Douglass canvassed this State as representatives of the two great parties. It was a famous campaign. Perhaps such a campaign never occurred before. Certainly, there has not been such a match in this country since, in any State.

Mr. Lincoln's friends gave him a reception at Bloomington, as Judge Douglass' friends did also. A gentleman was selected who was happy—who was gifted—in the way of speech. He could talk gracefully and pleasantly, whether he said much or not. He was very happy, on that occasion, receiving and presenting Mr. Lincoln to the people, but Mr. Lincoln was not quite so happy in his response as the Judge was in his remarks—Mr. Lincoln's mind was such that he needed some question to discuss; he could not talk into the air very well; his little speech was not satisfactory to him, perhaps not to his friends. It was not his forte. And, at the dinner party, he paid the gentleman who made the address a rather questionable compliment. Addressing him, he said: "Judge, you have one talent that I envy you the possession of very much." The Judge was flattered. Said he, "Mr. Lincoln, what is that, if I may ask?" "Judge," said Mr. Lincoln, "it is the ability to talk as you do and not say anything."

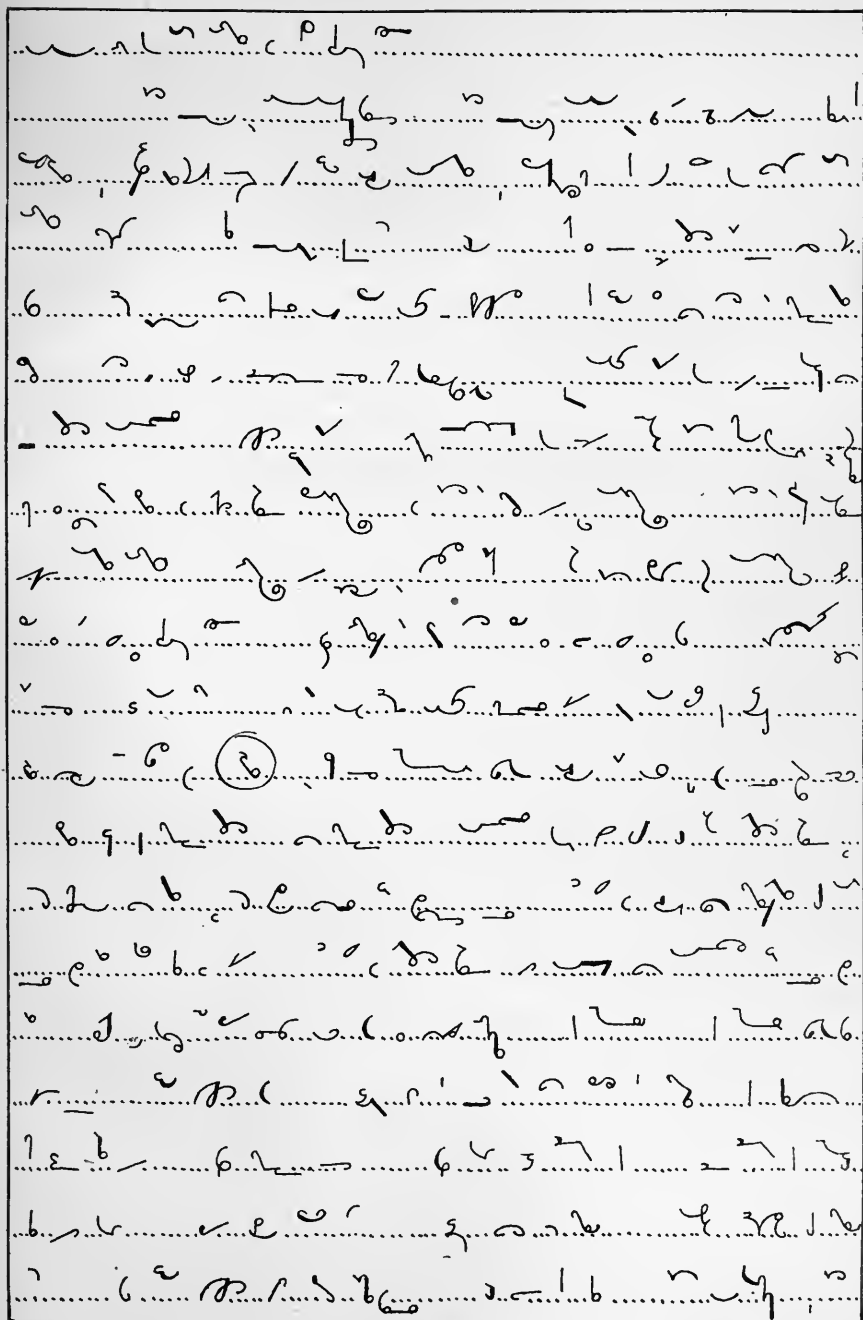
There are such men. But, as I said, their occupation is pretty much gone, and it is well it is so. I am glad to see a meeting of this kind to-night. You, gentlemen, are no doubt engaged in sharp rivalry, but you meet around this social board in a friendly way, and discuss questions affecting your welfare. What you see here is going on in other departments of trade. It shows the mental activity of those who attend them. These meetings stimulate thought. You learn your own business better; and, by the way, while I do not understand this question of paint, oil, and other things, there is one thing that I can observe and do observe. And that is this: There is





no longer the opportunity for individual enterprise that existed twenty-five years ago.

I am not going to enter into a discussion of this question. I am not going to say anything about who is right or who is wrong. It is not the time, nor is it the place. But with these large bodies of associated capital, which we find not only in your business but in all departments of trade, what show is there for merely individual enterprises? Very little. What is going to be the outcome of it? I do not know. The time has come when the business men of the country must assert themselves. We have too many mere talkers now in our National and State legislatures. What we need is more men of practical business experience—men who understand the economic questions which are forcing themselves to the front. It would be infinitely better for our country if we had more good business men in Congress. Legislation would be better. I hope you give me credit for candor, and not think that I am trying to flatter you, when I say that it is not true, as some people suppose, that the talent of this country is in the professions; that the men of brains are found in the professions. The men of ability in this country are largely in business enterprises. The professions are amounting to less and less all the time. I think I may safely say, that in my profession, the standard is not as high as it was twenty-five years ago. That is to say, the percentage of able men is not as great as it was then. I will simply refer to some of the questions—one in particular. You all know that we have an International Trade Congress here, to be in session at Washington—I believe it is mainly on wheels, though [Applause]—to consider questions affecting the welfare, not only of the United States, but of other countries upon this continent. Suppose we had had practical business men—more practical business men—in Congress for the last generation, don't you think the business men of this country would have been transacting more business, would have been exchanging more goods with the South American countries? Why is it that only a small percentage of the business done in the countries south of us finds its way here? Why is it that the business men of this country are not engaged more in commerce with the countries south of us? The conditions should favor us, and yet we are scarcely known there as merchants and traders. It affects you. It affects the welfare of this whole country. We need legislation there. We should not be controlled or governed by mere sentiments or prejudice. It does not matter what our political ideas are. This is a practical question. There is a field, and we should occupy it. We can occupy it, and if we do not, it is our own fault. We are standing in our own light. We should have more than 50 per cent. Instead of that, we have less than 10 per cent. of it. Then we need legislation which will open the doors to those countries. I do not care what it is. I am no free trader, but I am not



going to make a political speech here. I do not think the conditions under which we are now living can justify free trade. We can not yet handle the commerce of the world. Neither am I in favor of the making of laws which deny to our business men the opportunity to enjoy the trade of other countries. Let us modify our laws.

I was very glad to hear of a remark made by Senator Sherman the other night, in which he was bold enough to say that the time had come when we must enact laws which would give our business men an opportunity to go into those countries south of us, on an equality with the British merchants. That is what we need, and that is what you should demand. As I said before, gentlemen, I am not here to make a speech. I see a shorthand man here. I am not talking to newspapers. I have enjoyed the evening very much, and I hope you will prosper during the next year, and during the coming years. I hope to see American commerce extended, and see the conditions more favorable to our merchants. I am obliged to you, gentlemen. [Applause.]

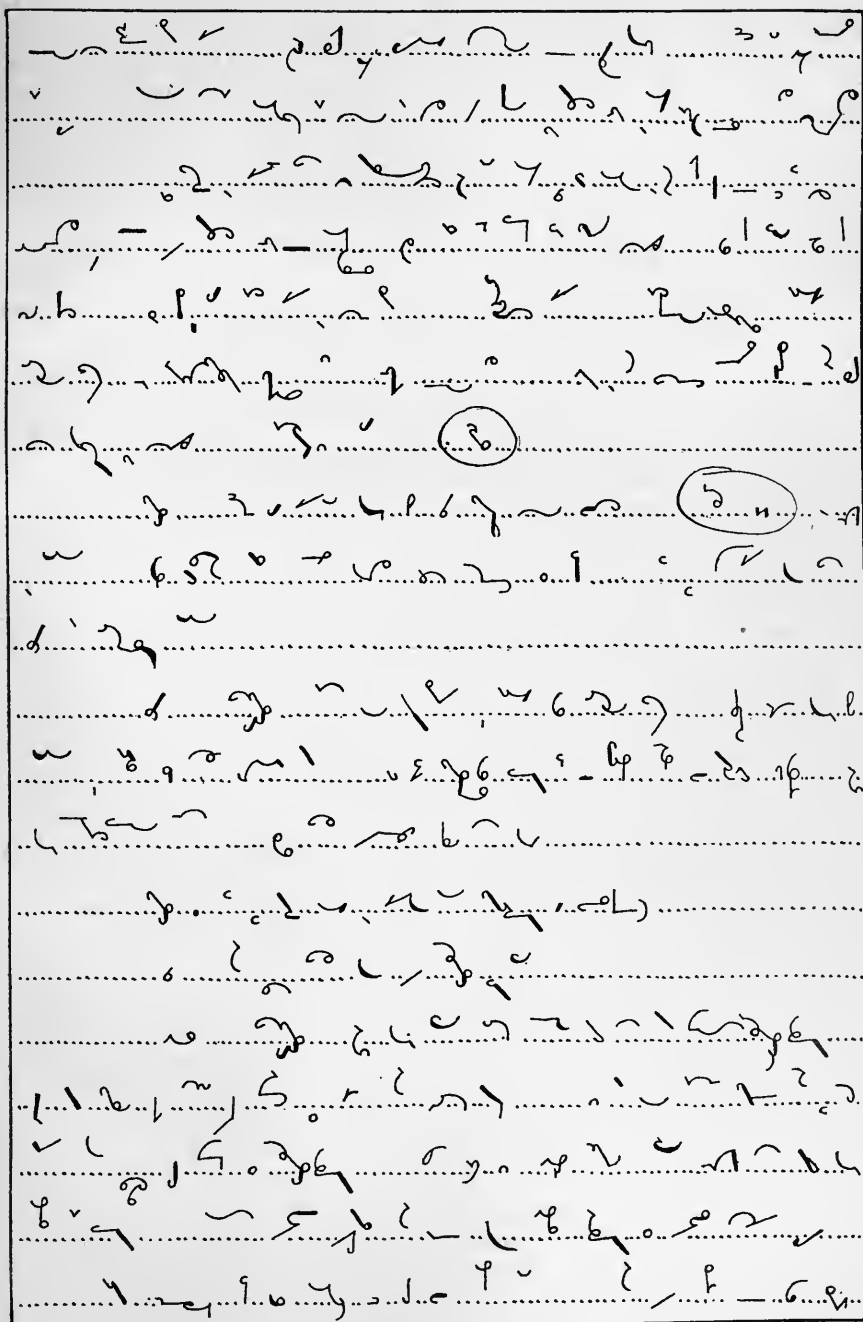
THE PRESIDENT—We have a gentleman here to-night from a State which has produced many great men. [A VOICE—Ohio!] I allude to Indiana. There is a bond of sympathy between us, because he follows the same vocation as we do. We would like to hear from Mr. Johnson, of Evansville, Indiana.

MR. JOHNSON—Mr. President and Gentlemen: I am no public speaker, but I have enjoyed this evening very much. It is true that I hail from the State of Indiana, but I have always considered myself an Illinois boy. I have watched the proceedings of this Club with a good deal of interest, and I think it is a great benefit to the paint trade of this city. I thank you for the compliment of calling on me. As far as remarks are concerned, it is not my forte.

THE PRESIDENT—We would be glad now to hear from any member of the Club who cares to talk to us.

MR. HAYES—I think some remarks from our Vice-President would be in order.

VICE-PRESIDENT HAINES—Mr. President and Gentlemen: I thank you for the honor you have conferred upon me by electing me to the vice-presidency of this Club. Had I been present at the meeting at which the election was held, I think I should have objected. You all know I am a broker, and I think it would have been better if someone else had been elected as Vice-President of this Club. Still, I assure you, I understand and appreciate the honor; and I will do my best for the interests of the Club. In my regular routine of business, I think I can further the interests of this Club as regards missionary work. I have been acquainted with it from its infancy, and have taken great interest in it. I think our city can well support a



club to further the interests of the paint, oil, and varnish trade. I wish to again thank you, gentlemen, for the honor you have conferred upon me, and you can rest assured that I will do all in my power to deserve it. [Applause.] I would suggest that our friend, Mr. Cox, now address the meeting.

MR. COX—Mr. President: I do not know that I have anything to say on this occasion, except to express my satisfaction at the election of our present officers. I am satisfied that they have not only the desired knowledge, but also the willingness, to subserve the interests of this Club, which I hope will be a success, not only this year, but in the years to come.

VICE-PRESIDENT HAINES—I would suggest that we hear from our valued friend, Mr. Senour.

MR. SENOUR—I hope you will excuse me this evening. I did not come prepared to say anything.

MR. HALL—I' you will allow me to make a suggestion this evening—Mr. Kotzenburg is one of us.

MR. KOTZENBURG—Mr. Chairman: Since our last meeting, I was a citizen of the Town of Lake, the great Town of Lake—in the Stock Yards. But now I am happy to say that I am a citizen of the good City of Chicago. I think the people can thank me for bringing the Town of Lake into Chicago. If it hadn't been for me, I guess it would not have come in. But I run my little politics there. It came in with 600 majority, because I said it should. If I had told the people not to come in, they would have stayed out. [Laughter.] I must tell the members here that Bridgeport is the greatest place for grinding paint. You want to buy Bridgeport river-water, to mix paint. I will supply it to you for 50 cents a barrel. I hope you present will give me a little order right now. I must take an exception to Mr. Vice-President. He don't seem to know that the brokers are the glory and beauty of our Club.

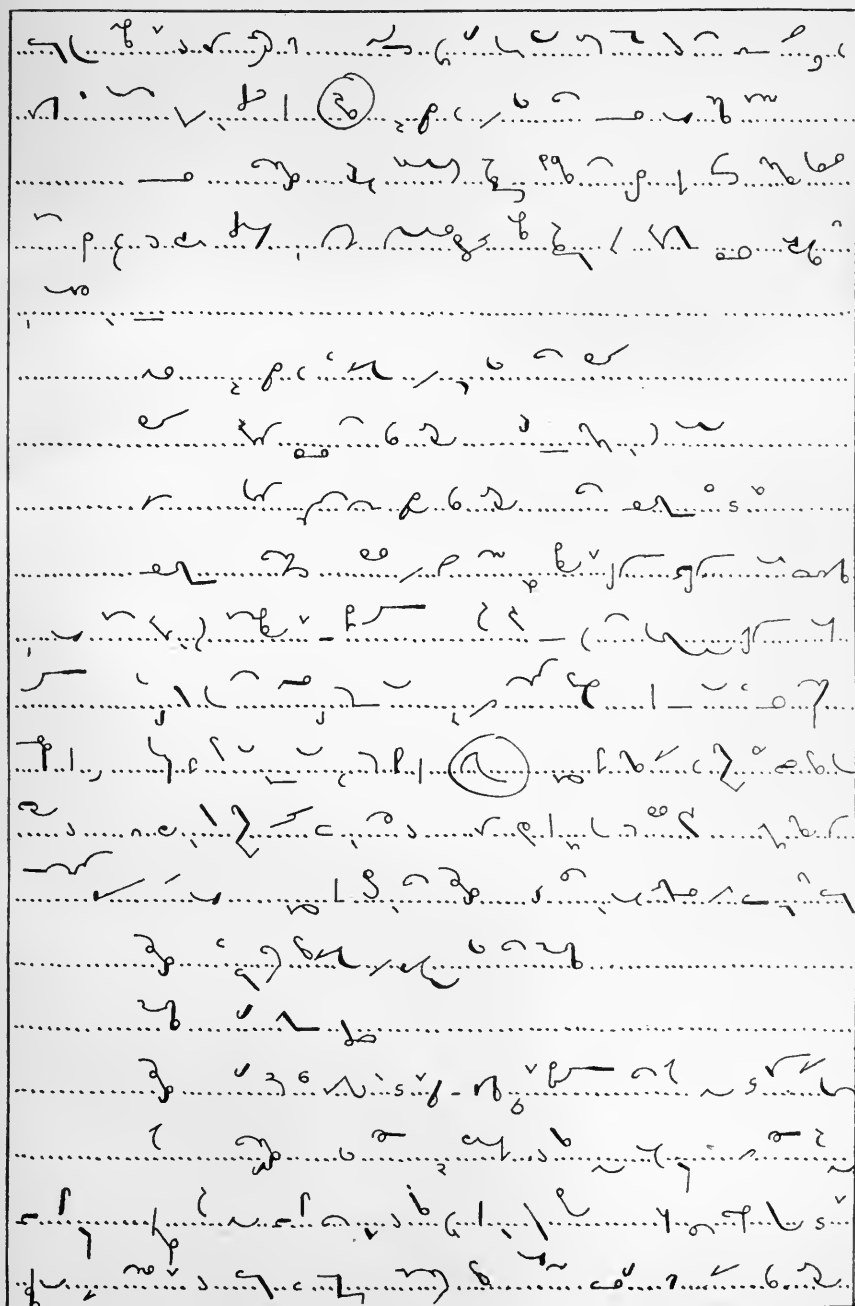
THE VICE-PRESIDENT—We would be very much pleased to hear from our worthy young friend, Mr. Andrews.

MR. ANDREWS—Gentlemen, I beg to be excused.

THE VICE-PRESIDENT—Gentlemen: We have with us the representative of one of the largest and oldest houses of the City of Chicago—Mr. Heath. I know we should all like to hear from him.

MR. HEATH—Mr. President and Gentlemen: Fourteen years ago, when I went into the paint business, I knew nothing about it. Thirteen years ago, I thought I knew a great deal about it. At the present time, I think I know a great deal more about the paint business than I do about public speaking.

I have had some curiosity, being one of the outsiders, to know how the meetings of the Paint Club were conducted, and I am very much pleased indeed to meet the class of gentlemen who are here this evening.



and notice the manner in which the meeting has been conducted. There are a great many points which ought to be brought up for general discussion among the manufacturers and jobbers of goods in our line, particularly at the present time—linseed oil and white lead. Both these subjects have been discussed to the point. And, if it will not be going beyond the limits, as it were, and if you will permit an outsider to express an opinion, I would like to say one or two things in regard to the system of rebates to the jobbers.

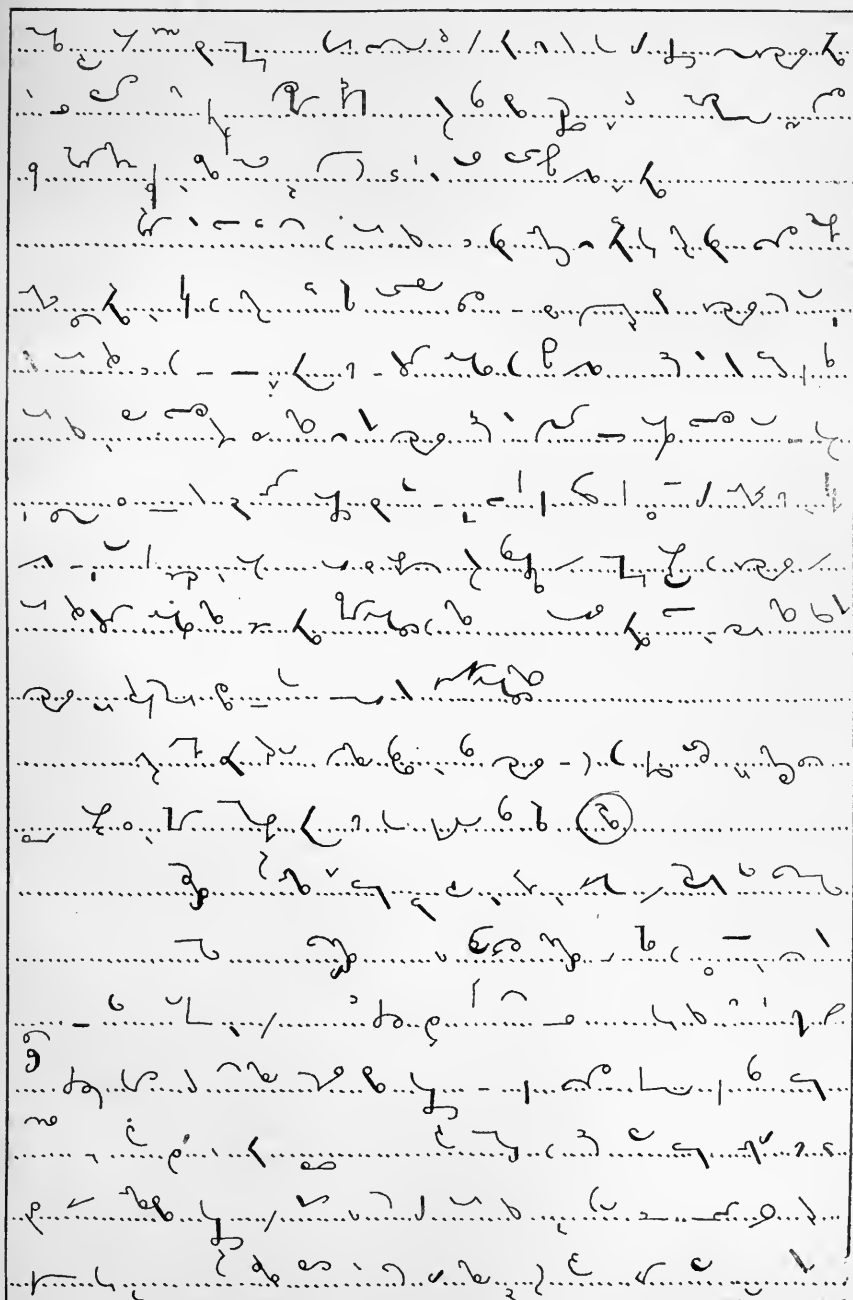
I think you will all agree with me that in the past, where there has been a provision made with a jobber for a profit, there has been more or less anxiety on the part of some of the jobbers to divide that profit, with the idea of increasing sales, and, as I have looked upon the subject, the manufacturers have never before been in the position where they could go to the jobbing trade and absolutely enforce their system of rebates. We have all been called upon at times in the past to sign agreements to uphold certain prices made by the manufacturers, and we have all willingly gone into such agreements in good faith; but something has come up whereby a little inducement has been offered and before a great time had elapsed, it was quite general on the part of the trade to divide the rebate, and before long it amounted to nothing: Now, as I understand the matter, both these industries are conducted in such a manner that the manufacturers are in a position to absolutely enforce a price and hold jobbers strictly to the enforcement of that price. In other words, jobbers who agree to maintain the prices fixed by the manufacturers under the penalty of having supplies cut off, can now be held rigidly to the enforcement of prices.

I hope that the committee, which has been appointed to-night, will present these facts to these manufacturers, and use their utmost endeavors to have the provisions of same secured in such a way as to adequately compensate the jobbing trade for pushing these ideas. (Applause)

THE VICE-PRESIDENT—I think the members of the Club would be only too happy to hear from our venerable friend, Mr. Coffin.

MR. COFFIN—Mr. President and Gentlemen: I have listened to the remarks of our President, and the advice that was given to him by some good friend not to talk too much. Why, it seems as though he hit my case. For the past year, or during the last season, it seems to have fallen upon me to present various subjects for discussion, and to do more or less talking at these Club meetings, and I feel as though I ought to be excused. I feel confident that we have in our Club a number of gentlemen who are able to stand up here and present subjects for discussion much better than I have ever done in the past; but I think to-night we can congratulate ourselves upon the outlook for the future. I think I express the sentiment of every gentleman present when I say that we feel highly honored to-night by the





presence of Hon. Judge Gresham. I think a few meetings of this kind, with guests that are so able, so competent to talk to us upon the subjects of the day, is what we need as business men, and the social features of our Club meetings can go right along with it. We are learning together how to properly handle the subjects that should come before us. I can not say very much to-night, Mr. President, after the eloquence we have listened to; but I will say this—that I had fully made up my mind to resign from the Committee on Entertainment, but we have started under such auspicious circumstances that I will try to do the best I can. I think also I express the sentiment of all the members when I say that we have listened with a great deal of pleasure to the remarks of Mr. Heath, that there are subjects for us to take up of vital importance, so that we can accomplish more the coming season than we did the past one. We surely accomplished something the past year, and we can accomplish a good deal more this year. I think, as Mr. Cox said, that we are to be congratulated upon the selection of our officers, and with the help of every member of the Club coming to our meetings regularly, it seems to me that the success of the Paint, Oil, and Varnish Club is assured. [Applause.]

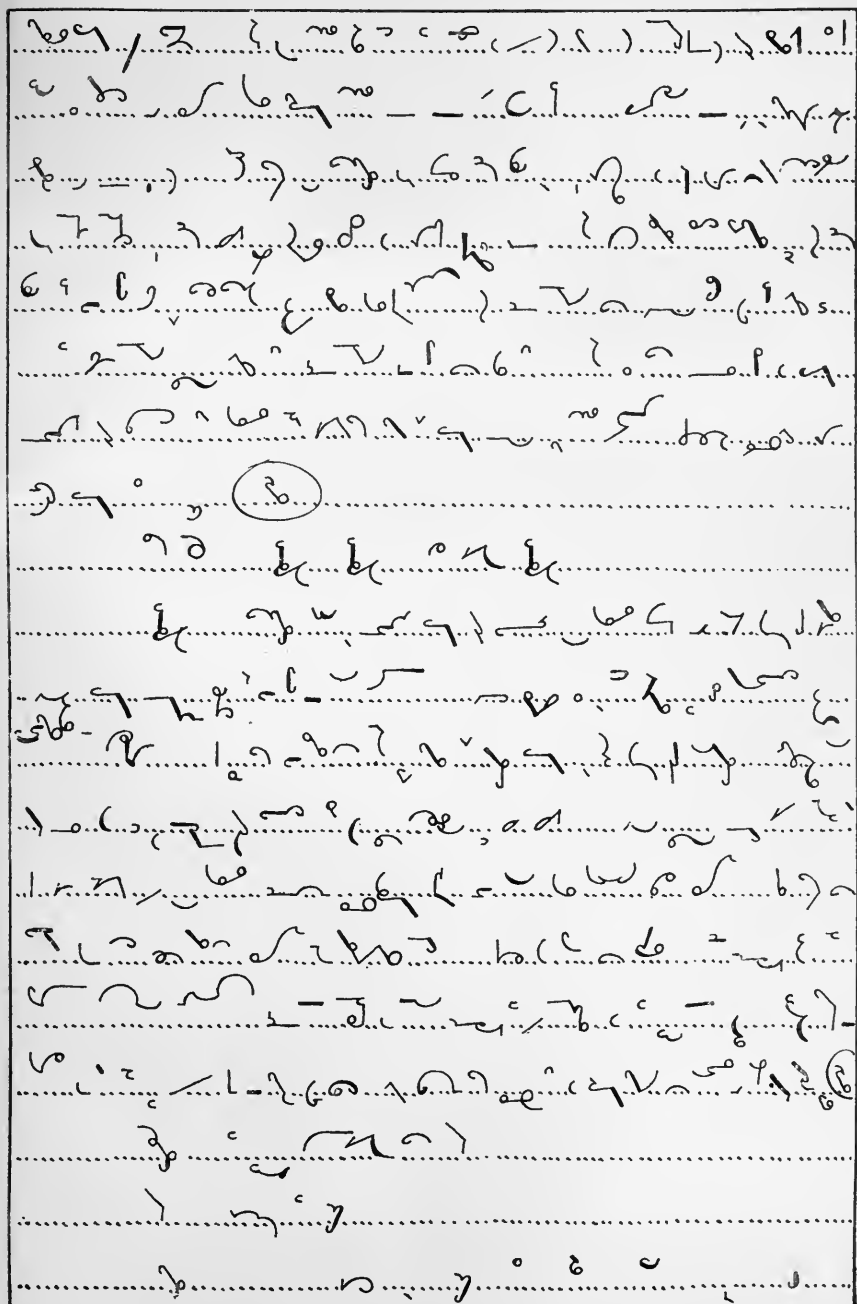
SEVERAL VOICES—Wadsworth! Wadsworth! Let us hear from Wadsworth!

MR. WADSWORTH—Mr. President: I have need to congratulate the Club upon the character of the new officers elected and the way in which they have taken hold of business. I know that this Club can be made an instrument of a great deal of good in Chicago. The question has been raised as to whether the jobbers would stand by any agreement that they made in regard to prices on linseed oil. It was a very great surprise to me, and I think to all the members of the Boston Club, to see the way they have done it in Boston. I presume there has never been a case there where they had gone back upon their agreement, except through some misunderstanding, when first started. I know something can be done here, and if we all take hold and help our new officers we can make a success of this Club, and it will be a great thing for us financially as well as socially. It is very much more agreeable for men in the same business to meet socially and for business purposes combined. It makes them feel more generous. We get acquainted with them, and we feel like living and letting live, and we can give quotations after getting acquainted with our competitors, that we would not give otherwise. We feel they are pretty good fellows, after all, and we would rather take a good profit than a small one. I hope we will have a very successful year, that the Club membership may increase, and the interest be a benefit to all of us. [Applause.]

THE VICE-PRESIDENT—We would now like to hear from Mr. Pettet.

MR. PETTET—I move we adjourn.

MR. PRESIDENT—A motion to adjourn is always in order, but I don't



see how you can get out of making a few remarks. We know you **can** write a good letter.

MR. PETTET—Mr. President, I call for the question.

THE VICE-PRESIDENT—Speak on the Credit Bureau.

MR. PETTET—As I understand it, the Credit Bureau is a close corporation. I hardly think it would be proper for me to talk about it before company. But, Mr. President, before the motion to adjourn prevails, I want to say a few words in reference to the distinguished General, the upright Judge, who, though he may know nothing about the paint business, has earned our thanks by compelling the railroads to pay something for their paint. I move that a rising vote of thanks be extended to Judge Gresham for his attendance here this evening.

THE PRESIDENT—All members in favor of a rising vote of thanks to our distinguished guest will please stand. I am glad to see that all of us are on our feet. We will now be seated.

MR. PETTET—I move a vote of thanks be also extended to our Entertainment Committee.

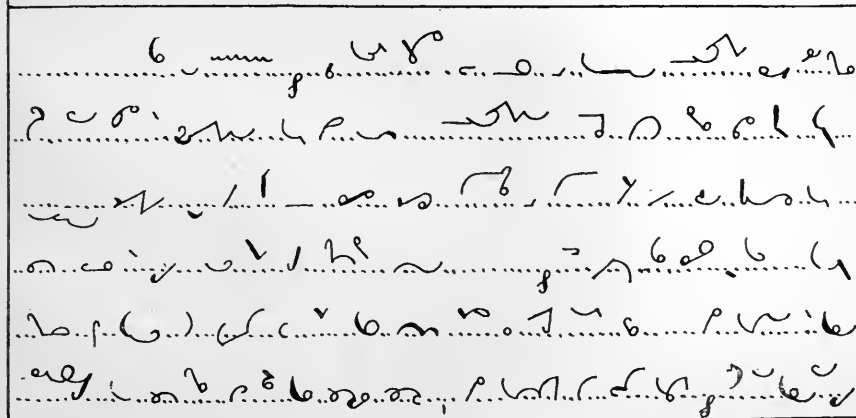
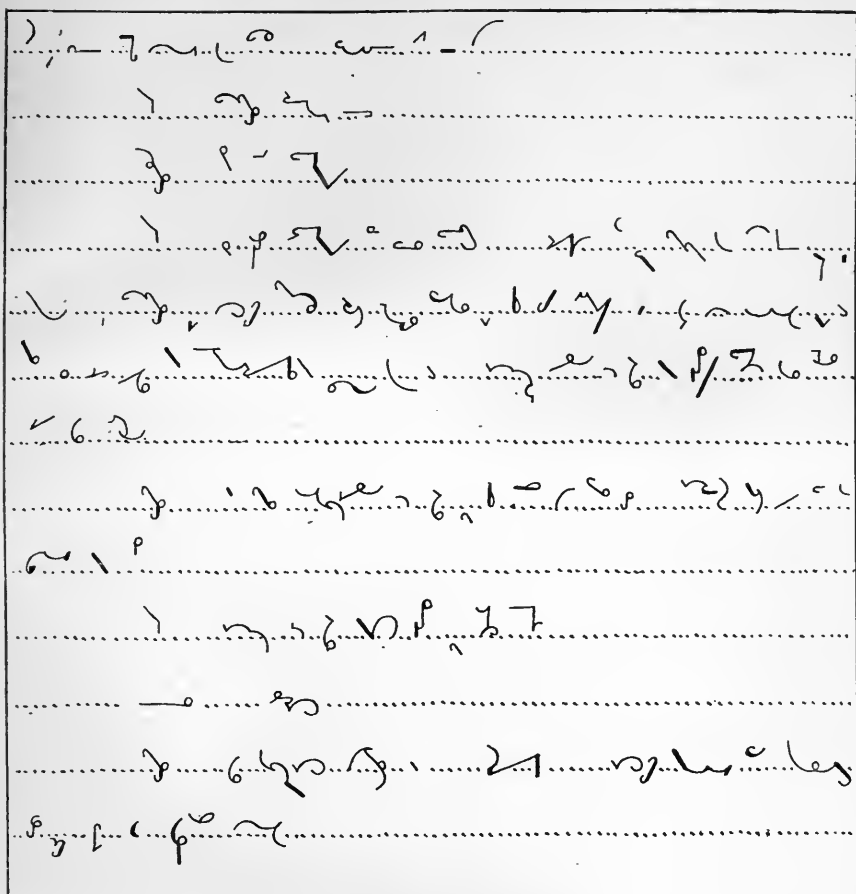
MR. COX—I second the motion.

THE PRESIDENT—Those favorable to the motion will please say aye. So ordered. The motion to adjourn being now in order, if there is no objection we stand adjourned until the third Thursday of next month.

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AUTHOR'S NOTE.—The student who has finished the business letters, court cases, and the foregoing convention report, has now received practice virtually in all styles of shorthand reporting, for the last named, convention reporting, contains also speeches as well as debate, thereby including oratory, under which head come sermons, orations, lectures and the like, all of which are only different names for the same class of work, known by the general term of speech-making. The student cannot review these exercises too often. They should be practised until they are known so thoroughly that all the phrases may be made almost as written in the plates. Such following of phrasing is not necessary in general, for the same person will not always phrase the same words in the same way, but such familiarity will greatly facilitate the students' ease in phrasing in all work.





## EXPLANATORY NOTES.

On these pages, 261 to 270, we present an exact fac-simile, as it appeared in a Chicago trade-newspaper, of the convention or meeting which we have given in full on pages 234 to 259. It is shown on these pages 261 to 270 as edited before printing, the unnecessary portions being either expunged or rewritten, and in most cases descriptively condensed, while occasionally descriptions occur for acts which were not utterances and therefore not found in notes commencing page 235.

The verbatim report commencing on page 234, as will be seen by the shorthand notes opposite those pages, could only contain the information which the reporter jots down before the meeting is called to order and the actual remarks of the speakers, commencing with the opening words of the president, and the names or titles of the speakers, which the phonographer writes as the remarks are being made. For this reason, the heading of the report as given on opposite page, commencing with the title: "A Notable Event," and including the first and second paragraphs as they appear on that page, are necessarily merely descriptive and not verbatim.

Even the words of the president in opening a meeting, are not printed in a general newspaper report, and they are therefore not to be found on opposite page.

The minutes of the preceding meeting are also neither printed nor do they appear in the shorthand notes on page 235, as the stenographer does not need them, the two lines of third paragraph of report on opposite page fully covering the subject of the minutes, including Mr. Coffin's motion for their acceptance, and the seconding of same by Mr. Pettet, shown on page 234. Similarly with the report of the treasurer, which, when no figures are given, is sometimes condensed as shown in fourth paragraph on opposite page.

By comparing these paragraphs on opposite page with the verbatim wording of same commencing on page 234, the student will also observe quite a considerable omission in this trade paper report. For instance, the answer of Mr. Cox to a call of the president for report of Membership Committee, with the discussion between Mr. Rosenthal and the president, has been condensed into three lines, as shown by our fifth paragraph in report on opposite page.

The report of Mr. Wadsworth, of the Committee on Credits, is similarly treated, while the six lines of last paragraph of page opposite are used in place of nearly the entire latter half of page 236 in our full report.

The first actual verbatim work shown in this trade newspaper report are the resolutions of page 262, indicated by fourth and fifth paragraphs of page 238 of the verbatim report.

Thus it will be seen that some two pages of shorthand have been condensed into the space of a few paragraphs in this trade newspaper report, which is supposed to be a very full one, the condensation, in this case, being caused both by entirely ignoring some remarks of speakers and simply describing others. The words which members use in seconding a motion and the words of the President in putting a motion, together with the

words which he uses in stating that the motion has passed, or not, being never quoted in a newspaper report, no matter how full the report is to be;

such matters being simply described as on this and next page, for it will be seen that after the reading of the first resolution on page 262 quite considerable was said by the president and secretary, which appears in complete report on pages 233 and 240, for which, on page 262, the reporter has contented himself with simply writing two words, "So ordered."

Almost the same sort of condensation has been used on page 262 with the two motions of Mr. Coffin, down to the presentation by the secretary of the second verbatim resolution, and even the motion of Mr. Pettet has been reduced to two lines, the call from the president

### **A NOTABLE EVENT.**

HOW THE CHICAGO PAINT, OIL AND VARNISH CLUB COMBINED  
AN EXCHANGE OF SOCIAL COURTESY WITH TIMELY  
DISCUSSION OF THE LIVE TOPICS OF THE  
DAY, IN THEIR OCTOBER MEETING.

### **Judge Gresham, the Guest of the Evening.**

Thirty representatives of the Paint, Oil and Varnish Club of this city attended the October meeting, at the rooms of the Union League, on Thursday evening last.

After a sumptuous spread, the discussion of which, with social intercourse, occupied the early part of the evening, the club was called to order by the newly-elected president, G. H. Vrooman.

Secretary Person read the minutes of the previous meeting, which were accepted as read.

Report of Treasurer Rosenthal being next in order, that gentleman asked to be excused on the ground that he had only sent out the bills a week ago, and had not had time to hear from more than a small part of them. He assured the gentlemen present, however, that there was enough in the treasury to pay for the night's dinner, and by the next meeting he expected to be in a position to give a regular report.

Mr. Cox, Chairman of Committee on Membership, stated that his committee had as yet not begun active business, on account of the little time that had elapsed since appointment.

Mr. Wadsworth, on behalf of the Committee on Credits, asked for further time to prepare a report. Granted.

President Vrooman, for the Committee on Naphtha, appointed to regulate the price of Naphtha in small lots, reported that an agreement had been drawn up by the committee and circulated for signatures among the trade. Twenty-three signatures were obtained, and it was the judgment of the committee that further work was necessary.

upon Mr. Hall, for an expression of opinion, being changed from a verbatim paragraph to three lines.

The regular business of the meeting being at an end, and miscellaneous business being in order, Mr. Rosenthal presented a resolution requesting the Executive Committee to lay before the next regular meeting of the Club, nominations for delegates to the National Convention to be held in Detroit, with such suggestions as may appear necessary at the time. Carried.

Secretary Person read the following resolution, which had been handed to him;

WHEREAS, A great change has taken place in the white lead industry caused by the consolidation of private firms into the National White Lead Trust, which has had the effect of placing the manufacture of white lead upon a more profitable basis; be it

*Resolved*, That it is the sense of this Club that the rebate now being allowed to the jobbing trade is inadequate and unsatisfactory, and we respectfully ask the National White Lead Trust, when formulating their plans for the coming year, to arrange for a more liberal rebate to jobbers, and also take into consideration the claims of paint grinders for an equitable price on dry lead.

So ordered.

On motion of Mr. Coffin, a committee of three, consisting of Messrs. Weare, Cutler and Person, was appointed to present this resolution to the National Wholesale Druggists' convention to be held at Indianapolis on the 22nd instant.

On motion of Mr. Coffin, the Secretary was instructed to send a copy of the above resolution [to each of the different paint clubs of] the United States, and to ask for their co-operation.

Secretary Person presented the following resolution, handed to him:

WHEREAS, The jobbing trade of linseed oil at the prevailing rates is unprofitable and opposed to good business, and believing that the manufacturers are desirous of establishing, and having maintained, a schedule of prices which will place this article on a proper basis, be it therefore

*Resolved*, That this Club urge upon the manufacturers of linseed oil the importance of making a range of prices for quantities which shall be equitable and afford a margin of profit to the dealers handling this product.

*Resolved*, That this Club and its members will heartily co-operate in such action and maintain the prices so established.

On motion of Mr. Pettet the Chair was authorized to appoint a committee to present this to the National Linseed Oil Co.

Mr. Hall, being called upon for an expression of opinion respecting the resolution just passed, readily responded as follows:

Mr. President and Gentlemen:—Of course, all the gentlemen present understand that the linseed oil manufacturers

The first verbatim remarks printed in this trade newspaper report are those which Mr. Hall makes, commencing with the last two lines at the bottom of this page, and even in those it will be noticed that his first words "In this connection allow me to say that," which appear in the verbatim report on page 242, are omitted from the paragraph here, as well



as the interruption by several voices, which said "Yes sir, every time" (on page 242) and Mr. Hall's answer "Well, I doubt it," those words being omitted as irrelevant and unnecessary.

The sentences commencing with fourth paragraph on page 242 and ending with next to last paragraph on same page, have been condensed into four lines here, the next verbatim work printed in this trade newspaper report being the speech of the president, in regard to his election, commencing with the words "Gentlemen, as

will only be too happy to arrange a schedule of prices whereby the jobbers can make a profit on linseed oil. It should be done, but will the jobber—I know you are laughing—will the jobbers take the profit in case the chance is allowed them to make a profit? We are perfectly willing as an association—I talk advisedly—to allow jobbers a schedule of prices. We will be only too glad to co-operate and make all prices to correspond with what any of the committee you may appoint may recommend. We will give a schedule of prices making a single barrel price of at least two cents a gallon more than the carload prices. It seems to me that if the committee that the chair appoints will first get the jobbing trade of Chicago to agree to hold to a schedule of prices and then present them to us, I can assure the gentlemen present now that we will see to it that their schedule of prices shall be met. (Applause.)

On motion of Mr. Pettet, the By-Laws were, by unanimous consent, amended to read that the regular monthly meeting be held on the third Thursday instead of the second Thursday of each month.

This concluding the business of the meeting, President Vrooman arose and said:

Gentlemen:—As this is my first appearance in the chair, some of you may perhaps expect from me an inaugural address of two or three hours, but I met a friend on the street, who, in congratulating me on my election to the presidency of this club, gave me a little advice. He said, "you must be serious; you must not talk too much." And, as he is a gentleman in whom I have a great deal of confidence, I think I will follow his advice. At the same time, as I am talking, I will say that, being called upon to preside over a representative body of business men, such as I see before me to-night—men whose intelligence, industry and perseverance has placed our city in the front rank of our line of business—is no mean honor. I thank you for this expression of your confidence and esteem, and yet I beg to assure you, that I accept, with much hesitancy, this chair which has been filled for the past two years so ably and well by my esteemed predecessor—John Alston. His rulings were just, his conduct kind and generous, his stories, from my standpoint, good—his jokes, sometimes at our expense, agreeable. His quaint Scotch ways have endeared him to all of us, and though we have lost him as our president, against our wishes, we hope to see him frequently at our meetings. He will always be welcome.

I desire, at the same time, to remind you that without your cordial support and assistance, your officers can accomplish nothing. We hope with your co-operation to make the coming year a prosperous one in the history of this Club. We hope to make a record that will encourage the formation of other clubs in competing cities of the West, to enable us to

this my first appearance," etc. This is

given in full, in both these reports, the newspaper report interpo-

carry forward with greater ease the reforms which should be the object and aim and interests of this Club. We hope to prosper so that in 1892, when the paint trade of New York, Washington and St. Louis come here to attend the World's Fair, we can entertain them in a manner that will remind them that when Columbus discovered America, it was not only Manhattan Island and the Potomac flats and Shaw's Garden that was discovered, but the entire continent extending from ocean to ocean, where we are to have in the twentieth century, according to Bellamy, no army, no navy, no merchants, no money, no servant girls, no saloons, no courthouses—consequently few lawyers and judges—it is expected that the Cronin trial will be finished by that time—but we will have a grand industrial army controlled and operated by a happy and contented people, sharing alike in the profits of the industries, all of which will be in keeping with the greatness of the nation. What an Utopia to contemplate? In the meantime, we live in a different era—an era in which competition is severe, requiring the best thought and patience, of organizations like this, to correct abuses and to enable us to make from our business a profit compensating us for the capital invested and the time and energy devoted to its pursuit. In my opinion the solution of our difficulties lies in co-operation, and I believe the membership of this Club is equal to the occasion. I believe that they will commit no step backward, but that they will grasp and solve the difficult problems and that our progress will be onward and upward, until Chicago stands without a peer in the manufacture and sale of paints, oils and varnish.

Enthusiastic applause followed these remarks.

President Vrooman then introduced the distinguished guest of the evening, in these well-chosen words:

As a soldier, as a statesman, as a jurist, the name of Gresham is a part of the history of our land (Applause). One cannot be written without the other. I now have the honor, gentlemen, of presenting to you Judge Walter Q. Gresham, who will address you.

JUDGE GRESHAM.—Gentlemen: I fear that you have mistaken this introduction of your president to have been somewhat sought on my part. I am invited as your guest, and not as one who is expected to address you. I have enjoyed the evening very much, and why should I be called upon to address an assemblage of business men—this body of men representing a particular branch of trade—the oil, paint and varnish business?

It is not because I know anything about it. It is safe to say that I know less about it—very much less—than any one else in this room. What the president's good friend said to him on the street, it would be well for me to observe—not to

lated with the three lines right here not shown in the verbatim report, these three lines being descriptive and commencing with an expression respect

ing the applause which followed the speech, preceding the introduction of Judge Gresham.

Judge Gresham's  
speech is given verba-

talk too much. That was good advice. It would be well for many men if they received such advice and heeded it. Time was when men were in demand simply because they could talk whether they said anything or not. The men who are in demand now are men who can think and act.

Some of you are old enough to remember the campaign of 1858, in which Mr. Lincoln and Judge Douglass canvassed this state as representatives of the two great parties. It was a famous campaign. Perhaps such a campaign never occurred before. Certainly, there has not been such a match in this country since, in any state.

Mr. Lincoln's friends gave him a reception at Bloomington, as Judge Douglass' friends did also. A gentleman was selected who was happy—who was gifted—in the way of speech. He could talk gracefully and pleasantly, whether he said much or not. He was very happy, on that occasion, receiving and presenting Mr. Lincoln to the people, but Mr. Lincoln was not quite so happy in his response as the Judge was in his remarks—Mr. Lincoln's mind was such that he needed some question to discuss—he could not talk into the air very well—his little speech was not satisfactory to him, perhaps not to his friends. It was not his forte. And, at the dinner party, he paid the gentleman who made the address a rather questionable compliment. Addressing him, he said: "Judge, you have one talent that I envy you the possession of very much." The judge was flattered. Said he, "Mr. Lincoln, what is that, if I may ask?" "Judge, it is the ability to talk as you do and not say anything."

There are such men. But, as I said, their occupation is pretty much gone, and it is well it is so. I am glad to see a meeting of this kind to-night. You, gentlemen, are no doubt engaged in sharp rivalry, but you meet around this social board in a friendly way, and discuss questions affecting your welfare. What you see here is going on in other departments of trade. It shows the mental activity of those who attend them. These meetings stimulate thought. You learn your own business better; and, by the way, while I do not understand this question of paint, oil and other things, there is one thing that I can observe and do observe. And that is this: There is no longer the opportunity for individual enterprise that existed twenty-five years ago.

I am not going to enter into a discussion of this question. I am not going to say anything about who is right or who is wrong. It is not the time nor is it the place. But, with these large bodies of associated capital, which we find not only in your business but in all departments of trade, what show is there for merely individual enterprises? Very little. What is going to be the outcome of it? I do not know. The time has come when the business men of the country must assert

tim in both reports, and this is also, on page 267, correctly fol-

themselves. We have too many mere talkers now in our national and state legislatures. What we need is more men of practical business experience—men who understand the economic questions which are forcing themselves to the front. It would be infinitely better for our country if we had more good business men in Congress. Legislation would be better. I hope you give me credit for candor and not think that I am trying to flatter you, when I say that it is not true, as some people suppose, that the talent of this country is in the professions, that the men of brains are found in the professions. The men of ability in this country are largely in business enterprises. The professions are amounting to less and less all the time. I think I may safely say that, in my profession, the standard is not as high as it was twenty-five years ago. That is to say, the percentage of able men is not as great as it was then. I will simply refer to some of the questions—one in particular. You all know that we have an international trade congress here, to be in session at Washington—I believe it is mainly on wheels, though (Applause)—to consider questions affecting the welfare not only of the United States, but of other countries upon this continent. Suppose we had had practical business men—more practical business men—in Congress for the last generation, don't you think the business men of this country would have been transacting more business, would have been exchanging more goods with the South American countries? Why is it that only a small percentage of the business done in the countries south of us finds its way here? Why is it that the business men of this country are not engaged more in commerce with the countries south of us? The conditions should favor us, and yet we are scarcely known there as merchants and traders. It affects you. It affects the welfare of the whole country. We need legislation there. We should not be controlled or governed by mere sentiments or prejudice. It does not matter what our political ideas are. This is a practical question. There is a field and we should occupy it. We can occupy it, and if we do not it is our own fault. We are standing in our own light. We should have more than fifty per cent. Instead of that we have less than ten per cent. of it. Then we need legislation which will open the doors to those countries. I do not care what it is. I am no free trader, but I am not going to make a political speech here. I do not think the conditions under which we are now living can justify free trade. We cannot yet handle the commerce of the world. Neither am I in favor of the making of laws which deny to our business men the opportunity to enjoy the trade of other countries. Let us modify our laws.

I was very glad to hear of a remark made by Senator Sherman the other night, in which he was bold enough to say that

lowed by three lines describing the applause and introductory words of President Vrooman in relation to Mr. Johnson, whom he noticed with the sentence commencing "We have a gentleman here to-night, from a state which has produced many great men." Some one interrupted just then by calling out "Ohio," which circumstance will be found in the verbatim report on page 250, but which the reporter did not think it necessary to print in the trade newspaper; he also, for the same reason, omitting the concluding sentence of Mr. Johnson's remarks, where he said "As far as remarks are concerned, it is not my forte."

The remarks of the president and Mr. Hayes referring to the vice president, shown on page 250, are omitted from this trade paper report, two descriptive lines being substituted.

Mr. Haines' remarks are given in full, except his concluding words found on page 252, beginning "I would suggest," etc.

Other liberties are taken with this report to make it applicable for newspaper use, such as the omission of Vice President Haines' suggestion regarding

the time had come when we must enact laws which would give our business men an opportunity to go into those countries south of us, on an equality with the British merchants. That is what we need and that is what you should demand. As I said before, gentlemen, I am not here to make a speech. I see a shorthand man here. I am not talking to newspapers. I have enjoyed the evening very much and I hope you will prosper during the next year and during the coming years. I hope to see American commerce extended and see the conditions more favorable to our merchants. I am obliged to you, gentlemen.

The applause which followed these remarks of the distinguished guest was hearty and continued for several minutes, after which President Vrooman arose and said:

We have a gentleman here to-night from a state which has produced many great men. I allude to Indiana. There is a bond of sympathy between us, because he follows the same vocation as we do. We would like to hear from Mr. Johnson, of Evansville, Indiana.

MR. JOHNSON.—Mr. President and gentlemen; I am no public speaker, but I have enjoyed this evening very much. It is true that I hail from the state of Indiana, but I have always considered myself an Illinois boy. I have watched the proceedings of this Club with a good deal of interest, and I think it is a great benefit to the paint trade of this city. I thank you for the compliment of calling on me.

Mr. Haines, the vice-president of the Club, being called for, spoke as follows:

Mr. President and gentlemen: I thank you for the honor you have conferred upon me by electing me to the vice-presidency of this Club. Had I been present at the meeting at which the election was held, I think I should have objected. You all know I am a broker, and I think it would have been better if some one else had been elected as vice-president of this Club. Still, I assure you I understand and appreciate the honor, and I will do my best for the interests of the Club. In my regular routine of business I think I can further the interests of this Club as regards missionary work. I have been acquainted with it from its infancy and have taken great interest in it. I think our city can well support a club to further the interests of the paint, oil and varnish trade. I wish to again thank you, gentlemen, for the honor you have conferred upon me, and you can rest assured that I will do all in my power to deserve it. (Applause.)

Mr. Cox was next called for and said: I do not know that I have anything to say on this occasion, except to express my satisfaction at the election of our present officers. I am satisfied that they have not only the desired knowledge, but also the willingness, to subserve the interests of this Club, which I

Mr. Senour, and the latter's reply, to which in this report only two descriptive lines are devoted.

Mr. Kotzenberg's remarks are given in full, but not Vice President Haines' call for Mr. Andrews, nor the latter's request to be excused.

The request of Vice President Haines for remarks by Mr. Heath, and Mr. Heath's reply are given verbatim with the exception of

hope will be a success, not only this year, but in the years to come.

Mr. Senour was called for, but asked to be excused from speaking, as he was quite unprepared.

Mr. Kotzenberg was called. He said; Mr. Chairman:—Since our last meeting, I was a citizen of the Town of Lake, the great Town of Lake—in the Stock Yards. But now I am happy to say that I am a citizen of the good city of Chicago. I think the people can thank me for bringing the Town of Lake into Chicago. If it hadn't been for me I guess it would not have come in. But I run my little politics there. It came in with 600 majority because I said it should. If I had told the people not to come in, they would have stayed out. (Laughter.) I must tell the members here that Bridgeport is the greatest place for grinding paint. You want to buy Bridgeport river water to mix paint. I will supply it to you for fifty cents a barrel. I hope you present will give me a little order right now. I must take an exception to Mr. Vice-President. He don't seem to know that the brokers are the glory and beauty of our Club.

THE VICE-PRESIDENT.—Gentlemen, we have with us the representative of one of the largest and oldest houses of the city of Chicago—Mr. Heath. I know we should all like to hear from him.

MR. HEATH.—Mr. President and gentlemen: Fourteen years ago, when I went into the paint business, I knew nothing about it. Thirteen years ago I thought I knew a great deal about it. At the present time I think I know a great deal more about the paint business than I do about public speaking.

I have had some curiosity, being one of the outsiders, to know how the meetings of the Paint Club were conducted, and I am very much pleased indeed to meet the class of gentlemen who are here this evening, and notice the manner in which the meeting has been conducted. There are a great many points which ought to be brought up for general discussion among the manufacturers and jobbers of goods in our line, particularly at the present time--linseed oil and white lead. Both these subjects have been discussed to the point; and, if it will not be going beyond the limits, as it were, and if you will permit an outsider to express an opinion, I would like to say one or two things in regard to the system of rebates to the jobbers.

I think you will all agree with me that in the past, where there has been a provision made with a jobber for a profit, there has been more or less anxiety on the part of some of the jobbers to divide that profit, with the idea of increasing sales, and, as I have looked upon the subject, the manufacturers have never before been in the position where they could go to the jobbing trade and absolutely enforce their system of rebates. We have all been called upon at times in the past

his last two words  
"these ideas" which

to sign agreements to uphold certain prices, made by the manufacturers, and we have all willingly gone into such agreements in good faith, but something has come up whereby a little inducement has been offered and, before a great time had elapsed, it was quite general on the part of the trade to divide the rebate, and, before long, it amounted to nothing. Now, as I understand the matter, both these industries are conducted in such a manner that the manufacturers are in a position to absolutely enforce a price and hold jobbers strictly to the enforcement of that price. In other words, jobbers who agree to maintain the prices fixed by the manufacturers, under the penalty of having supplies cut off, can now be held rigidly to the enforcement of prices.

are changed to the word "sales" in this newspaper report as better expressive of the intended meaning.

Vice President Haines' call for Mr. Coffin has been reduced to one descriptive line, but the reply is given verbatim.

I hope that the committee which has been appointed to-night will present these facts to these manufacturers and use their utmost endeavors to have the provisions of same secured in such a way as to adequately compensate the jobbing trade for pushing sales.

Mr. COFFIN, being called for, responded as follows:

Mr. President and gentlemen: I have listened to the remarks of the president, and the advice that was given to him by some good friend not to talk too much. Why, it seems as though he hit my case. For the past year, or during the last season, it seems to have fallen upon me to present various subjects for discussion, and to do more or less talking at these Club meetings, and I feel as though I ought to be excused. I feel confident that we have in our Club a number of gentlemen who are able to stand up here and present subjects for discussion much better than I have ever done in the past, but I think to-night we can congratulate ourselves upon the outlook for the future. I think I express the sentiment of every gentleman present when I say that we feel highly honored tonight by the presence of Hon. Judge Gresham. I think a few meetings of this kind, with guests that are so able, so competent to talk to us upon the subjects of the day, is what we need as business men, and the social feature of our Club meetings can go right along with it. We are learning together how to properly handle the subjects that should come before us. I cannot say very much tonight, Mr. President, after the eloquence we have listened to, but I will say this--that I had fully made up my mind to resign from the Committee on Entertainment, but we have started under such auspicious circumstances that I will try to do the best I can. I think, also, I express the sentiment of all the members when I say that we have listened with a great deal of pleasure to the remarks of Mr. Heath--that there are subjects for us to take up of vital importance--so that we can accomplish more the coming season than we did the past one. We surely accomplished something the past year, and we can accomplish

The call of several members for Mr. Wadsworth has a descriptive line substituted for it. Mr. Wadsworth's reply and the six paragraphs which follow on this page are the same in both reports.

After this, from the wording commencing with the request of the president for a rising vote of thanks, to the words which decided the adjournment, the reporter thought best to let a few final descriptive lines suffice.

These comparisons explain by exact illustration, the precise differences between a verbatim report which an association desires for its own use, and what is known as a newspaper verbatim report. In the latter, unnecessary words are eliminated, sometimes entirely ignored; at other times have descriptive paragraphs substituted for them; while in still other instances occur descriptive paragraphs which do not relate to anything which has been said, but rather to surrounding circumstances, such as the opening paragraphs of this report indicate.

The newspaper report, nearly verbatim, requires some literary ability—the verbatim report, none. If the stenographer has the literary ability, he edits this himself; if not, the editor of the paper takes the verbatim transcription and cuts it up just as the report on pages 234 to 258 is shown to be reduced on these pages 261 to 270. Different editors may have different ideas sometimes respecting the condensation of certain paragraphs, and how much verbatim copy to use, but in the main the principle is the same, the minor particulars being matters of individual judgment or choice.

a good deal more this year. I think, as Mr. Cox said, that we are to be congratulated upon the selection of our officers, and with the help of every member of the Club coming to our meetings regularly, it seems to me that the success of the Paint, Oil and Varnish Club is assured.

MR. WADSWORTH, in response to repeated calls, said:

MR. PRESIDENT: I have need to congratulate the Club upon the character of the new officers elected, and the way in which they have taken hold of business. I know that this Club can be made an instrument of a great deal of good in Chicago. The question has been raised as to whether the jobbers would stand by any agreement that they made in regard to prices in lard and oil. It was a very great surprise to me, and I think to all the members of the Boston Club, to see the way they have done it in Boston. I presume there has never been a case there where they have gone back upon their agreement, except through some misunderstanding, when first started. I know something can be done here, and if we all take hold and help our new officers we can make a success of this Club, and it will be a great thing for us, financially as well as socially. It is very much more agreeable for men in the same business to meet socially and for business purposes combined. It makes them feel more generous. We get acquainted with them and we feel like living and letting live, and we can give quotations, after getting acquainted with our competitors, that we would not give otherwise. We feel they are pretty good fellows, after all, and we would rather take a good profit than a small one. I hope we will have a very successful year, that the Club membership may increase, and the interest be a benefit to all of us. (Applause.)

THE VICE-PRESIDENT. —We would now like to hear from Mr. Pettet.

MR. PETTET. —I move we adjourn.

MR. PRESIDENT. —A motion to adjourn is always in order, but I don't see how you can get out of making a few remarks. We know you can write a good letter.

MR. PETTET. —Mr. President, I call for the question.

THE VICE-PRESIDENT. —Speak on the Credit Bureau.

MR. PETTET. —As I understand it, the Credit Bureau is a close corporation. I hardly think it would be proper for me to talk about it before company. But, Mr. President, before the motion to adjourn prevails, I want to say a few words in reference to the distinguished general, the upright judge, who, though he may know nothing about the paint business, has earned our thanks by compelling the railroads to pay something for their paint. I move that a rising vote of thanks be extended to Judge Gresham for his attendance here this evening.

The response was general, after which a vote of thanks was extended to the Entertainment Committee, and the Club adjourned.



**SPEECH REPORTING.**

The reporting of orations, sermons, legal arguments, addresses, etc., all of which are included under the one general term of Speech Reporting, is of a nature which sometimes taxes the skill of the reporter to the utmost, and is also oftentimes quite easy. It depends greatly upon the knowledge of both the speaker and the reporter. If the speaker be not very well posted, or is speaking upon a subject which calls for no technicalities and wherein plain talk alone is necessary, the reporter need not be learned or well educated, so long as he has sufficient speed. On the other hand, if the subject matter of a speech be a technical one unfamiliar to the masses, or abounding in references to ancient historical or mythological personages or places, obsolete works, etc., known only to the well educated, the reporter must needs be a well read person, since no one can write with certainty a word or phrase with which they never before met.

Fortunately, most speeches are composed of simple words and familiar phrases, so that the ordinary reporter, with a common school education, can report them, if the proper speed is possessed.

In this latter particular—speed—there are great differences in speakers. Some will not speak much above 100 words a minute, while others will speak 150 to 200 words a minute quite freely. There are even some few who, upon themes in which they are especially well posted, will speak at the rate of 300 words a minute for a while, and the author has met two individuals in his time (Rev. Father Maturin, then of St. Clement's Church, Philadelphia, and Rev. Dr. Samuel R. Garrison, for years pastor of St. Paul's Church, Camden, N. J.) who, in the excitement of a well rounded period relating to special subjects, attained the wonderful speed, under actual count, of 325 words a minute for a minute or two at a time. The Rev. Phillips Brooks is also credited with similar speed, it being claimed he was never reported verbatim.

It is well such great speed of utterance is limited to few speakers and to them only upon occasions. The best reporter, unless thoroughly self-possessed and with a splendid memory, would naturally lose such sentences, but, as the speaker must stop to take breath, a good memory and a cool head enables the reporter to catch up, yet he must have these natural abilities, together with a complete knowledge of every abbreviating principle in this book to do it. All presentations of shorthand, except that in this book, have failed under such tests.

The average of speech-making, despite the above given maximum, is but 120 to 150 words per minute, and the speeches (all kinds) are so nearly, under all conditions, but a repetition of the convention work herein and the following speech of Mr. Francis Murphy, that the entire field is thus fully covered, aided, of course, by the abbreviations given in our lessons and review exercises.

## A LECTURE BY FRANCIS MURPHY,

## THE TEMPERANCE ORATOR.

This portion of the book would scarcely be complete without an illustration of the speed which Practical Phonography is capable of when highest speed may be needed. To this end we give below a verbatim report of a six minutes' speech of Mr. Francis Murphy, the temperance orator, delivered on the evening of May 8, 1877, in the Third Street M. E. Church, of Camden, N. J., on which occasion the author was engaged by the *Daily Post* of that city, in which paper the transcription below appeared the next day, filling two columns of the paper. Mr. Murphy was only one of the speakers of the evening, and the reason the number of minutes he spoke was known, was because he was timed by the chairman, in order that he might be sure to catch the ferry boat which would take him across the river to Philadelphia in time for him to speak at two meetings there. As the ferry boats then made trips only once every half hour, it will be understood how necessary it was for the proper boat to be caught and for the chairman to time the speaker.

By counting the words in the speech, it will be seen that the last three minutes a rate of 230 words a minute was made, and by the first three minutes 288 words a minute, or an average of 259 words a minute for the six minutes, a speed of writing seldom attained by any other system of shorthand than that represented in this book.

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Mr. Chairman and my friends: I am very glad to do myself the honor of coming to your city and speaking a few words upon a subject that I know is deeply interesting to you—the subject of total abstinence from intoxicating liquor. I have only a few moments to be with you, for I am going across the river to speak at two meetings there. I am obliged to catch the quarter of eight boat, and what can I say to you in the few moments that are allotted to me? Simply this: This work that we are now engaged in is a work of malice towards none and charity for all; for the liquor seller and for the liquor drinker especially. If these men who are engaged in the business, and those men who die intemperate, were made to believe that those who do not drink are their friends, a great trouble would be overcome and the cause of total abstinence benefitted. But we act coldly, and many of that class of men that we are desirous of reaching we have driven away from us. We have so talked about the liquor seller that we could not—did not say “come and be one of us.” Now, if we gain success in this kind of work, we must invite all, plead with all. You need not try to compel a man to be sober. You must persuade. Appeal to his honor, his integrity; to his home, to his country, and to his God.

Our work, so far, has been signally blest of God—signally blest. Men who have been the victims of intoxicating liquor have signed the pledge; men who have been engaged in the sale of it have given up

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their business, and are now within the ranks of total abstinence. They are working with us with a zeal, with a patience, and with a cheer that shows in themselves the beauty and grandeur of this reform. A great fault with the Christians is, we have allowed the cause of total abstinence to be established OUT OF THE CHURCH. I say this for a truth, and there are many things that testify to this fact. We allow ourselves to grow indifferent about it. We do not feel deeply about it, and so make no attempt to do good in this direction.

You can tell a man anything but his faults. He will let you pat him on the back and say he is a splendid fellow. You may praise him to the highest heaven; but tell him of his faults, and he begins to feel a little different. It is nice to be patted on the back and to be told you are a good fellow—a fine lady; but when the Holy Spirit asks to show you ALL THINGS, he shows you views that you do not like. The peace of God comes to us by doing the will of God, and that work is accomplished by the heart yielding obedience to the truth. Therefore, I say to you that the strangest thing in the present age is that Christian people make a claim of being exceptional, and yet they do not like very much to be told of their faults. I confess to that same fault. When a good brother takes me by the arm and says: "Frank, I don't like what you said a moment ago," or "What you said last evening should have been left unsaid," I feel rebuked. But it is not always very comfortable to me. I declare I think we are like the little people attending school. They like—all of them—to be pronounced very excellent scholars, whether they are so or not.

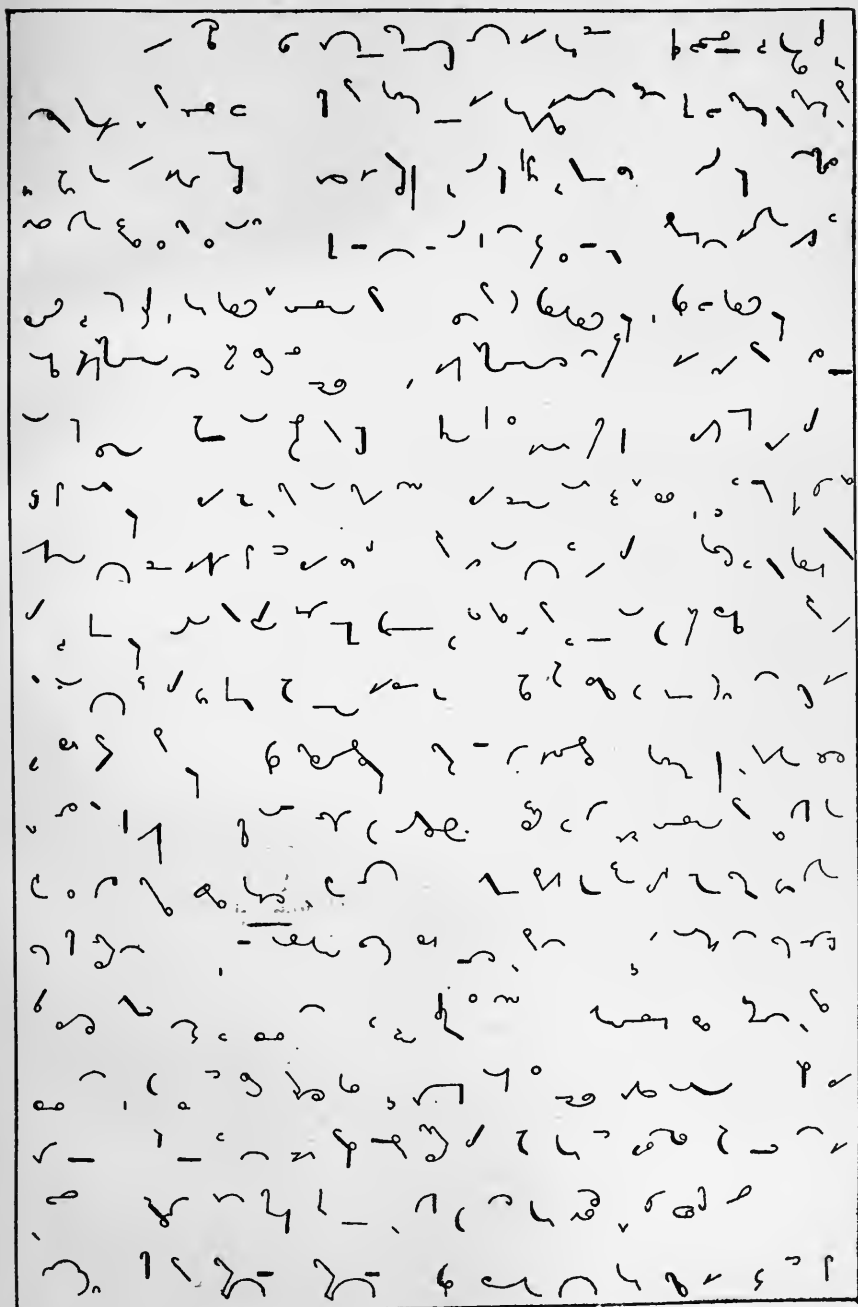
I believe, withal, my friends, that this country will be revolutionized by this reform, but it can only be done by the people totally abstaining from intoxicating liquors. You need not undertake to stop those in the business from selling or buying. Let the people stop buying and the work is accomplished. The man who is in the business of selling liquor will be unable to sell. But we have got to stop buying. That's the thing! Then, you see, instead of the man stopping in a saloon on the way home Saturday evening, and coming home intoxicated, and the most of his money gone, he walks right home to Sallie Ann and puts his ten or fifteen dollars into Sallie's hand, and it brings joy to her and the little ones. He is happier and much more pleasant to all than he would otherwise have been. How different from the time when the husband came home staggering, and after coming home she found his money had been spent and he intoxicated with liquor purchased with the money that should have been brought to her.

But when a man has made up his mind to be a true and loyal man to his wife and to his children, he will have no regard for the intoxicating cup. That man will walk home—yes, he will—and take the money and pay his grocery bill; and he will be respected.

THE CHAIRMAN.—Mr. Murphy, you have only three minutes to catch the boat

[illegible]

Three minutes! Well, I will have to come over to Camden and live here for a week. It is a great cross to go away from this audience, but I must be punctual to the people across the water. Dear people, if you have come here for the purpose of hearing me, I esteem it a great privilege to be permitted to speak before you, and thank you for your heartfelt confidence. I must hold obedience to duty, but I wish I had time to tell you how I became saved. I wish I had. My dear friends, I commenced life with hopes as bright as any of you. Had a good mother, and she taught me that which was good and beautiful. I expected to make her life radiant with sunshine, and would have done so but for the fascination of the intoxicating bowl. Some people say there is no fascination about it, but there is a great fascination about it. Notice the jollity of the drinking man, the cheerful expression on his countenance. How hearty the drinking men meet with each other. "Here you are, Bill! Let's go in and take something." And they go in and set them up and down. Do you know what is hurting the church to-day. WE ARE SO QUIET about our religion. We do not tell anybody about it. We are afraid to pray in prayer meeting. We are walking in the highway of the saints, but when we get up at the stile of His redeeming love we can hardly tell whether we are saved or not. The people are not in love with our religion. If everyone were to be fascinated by their religion, and would talk about it, showing by genial and kindly conduct their character, they would find peace, and the people would come in through the church windows. The people are all in love with a religion that you talk about, and they are coming here to seek for it. And this, I think, is the best that I can say to you, my brethren here who have signed the pledge—speak about it. This is a personal responsibility. Remember that God will hold you responsible; for you have a duty to perform the same as I have, and let us all do our duty. Trust in God, and verily thou shalt be successful. With the pleasures that lie around the intoxicating bowl, I was led off, and fell as low, perhaps, as it is possible for a man to fall and live. I became separated from wife and children and from everybody that made life very dear and precious to me. But God, in His infinite mercy, sent a good man to speak to me. And when he invited me very kindly to attend religious service, I begged of him that he would excuse me; that I would not disturb his meeting. Half intoxicated as I was, I asked him to please excuse me, but there was a kind expression upon the man's face, and when I looked into his countenance I refused no longer. I said: "Sir, I will go." I did go with him, and heard the blessed gospel of our precious religion; and there, from the kind words of my friends, I there gave my heart to Christ. Absolutely, I am trying to do what I can to lead other men from the haunts of vice to the still waters of eternal rest. Let me say to you, dear people, preach the love of God—preach the love of God. There is a wonderful love for the bruised heart that



he cannot tell anything about himself, and we know not how much we can forgive until we are an outcast. I wonder, if your boy should ask your forgiveness of a great crime that you knew him to be guilty of, would you give it? You would say: "I will forgive my boy." Why? Because he is your boy. Therefore, let me say to you: keep this work going in this place with acts of cheerfulness and love, and of kindness. Good night.

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Perhaps one of the most positive proofs that we have of the soul's independence of the body, is our great need of love and of something to love. Were we mere animals, creatures doomed to perish after a few brief years of life in this world, that which contents the brute would content us. To eat and sleep well, to have an easy time of it, would be enough. As it is, we may have these things, and health to enjoy them and yet be utterly wretched. Neither can mental food satisfy us. "Some one to love" is our heart's cry. When the atmosphere of tenderness is about us, we rejoice; when people are harsh and unkind, we suffer. We begin life, wishing to love all people, and believing that they love us. Experience hardens us. Our dear ones grow fewer; but, as long as reason lasts, we must love some one, we must at least imagine that some one loves us. The parents, sisters and brothers and that dearest friend whom we promised to love and cherish until death, these come into our lives and fill them up. Afterward come the little children, frail, helpless babies, who need our care so much, and friends to whom we are not kin, yet who grow dear to us. Some have many loved ones, and some but one. Heaven help those who have none, though they are often to blame for their own empty heartedness; for kindness will win love. They are always wretched, and they often show their craving for something to love by cherishing some dumb animal, such as a dog, a parrot, or a kitten, on which they lavish caresses which, better spent, would have bound some human heart to theirs. Pride—morbid sensitiveness—may have been at the bottom of their loneliness, and these pets fill the aching void a little. Some one to love! It is the cry of the human soul, the note to which every heart responds; the bond which will bind us all together in that world where mourners shall be comforted and love shall reign forever.

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That life is a poor one which is devoid of ambition; which has no object to work for; no height to strive to reach. A person may be good and kindhearted while willing to live in idle ignorance and let the world go on growing in wealth and wisdom without his taking an active part in it, but he is certainly both very dull of mind and sluggish of body who does so.





| SHORTHAND HISTORY Illustrated              |                              |                   |                            | Showing Each Author's Share in its Growth. |                          |                          |                         |
|--|------------------------------|-------------------|----------------------------|--|--------------------------|--------------------------|-------------------------|
| The Alphabet                               | PITMAN<br>S & Ses<br>Circles | PITMAN<br>St-Loop | GRAHAM<br>I & R<br>St-Loop | PITMAN<br>N & I or V<br>Hooks              | HAVEN<br>Tiv-Way<br>Hook | PITMAN<br>Sishun<br>Hook | HAVEN<br>Sishun<br>Hook |
|  | P B T                        | 9 9 6 6           | 9 9 6 6                    | 1 1 1 1                                    | 2 2 2 2                  | 3 3 3 3                  | 4 4 4 4                 |
| Having to add T or D is a Pitman invention |                              |                   |                            | Comparison of Outlines:                    |                          |                          |                         |
| PITMAN, GRAHAM, & HAVEN                    |                              |                   |                            | Comparison of Outlines:                    |                          |                          |                         |
| These                                      |                              |                   |                            | B. PITMAN - I. PITMAN - M. MUNSON.         |                          |                          |                         |
| This                                       |                              |                   |                            | Room                                       |                          |                          |                         |
| Those                                      |                              |                   |                            | Remain                                     |                          |                          |                         |
| Over                                       |                              |                   |                            | Remittance                                 |                          |                          |                         |
| Very, every                                |                              |                   |                            | Surmount                                   |                          |                          |                         |
| Moreover                                   |                              |                   |                            | Pyramid                                    |                          |                          |                         |
| Mr., remark                                |                              |                   |                            | Diaphram                                   |                          |                          |                         |
| More                                       |                              |                   |                            | Remunerate                                 |                          |                          |                         |
| Humor                                      |                              |                   |                            | Assortment                                 |                          |                          |                         |
| Author, either                             |                              |                   |                            | On either hand                             |                          |                          |                         |
| Their, there                               |                              |                   |                            | On the other hand                          |                          |                          |                         |
| Other                                      |                              |                   |                            | Throughout                                 |                          |                          |                         |
| Them                                       |                              |                   |                            | That                                       |                          |                          |                         |
| Ever                                       |                              |                   |                            | Without                                    |                          |                          |                         |
| Have                                       |                              |                   |                            | Live                                       |                          |                          |                         |
| However                                    |                              |                   |                            | Will have                                  |                          |                          |                         |
| Your                                       |                              |                   |                            | There is no question                       |                          |                          |                         |
| Yes  |                              |                   |                            | You will have been                         |                          |                          |                         |
| Yes sir                                    |                              |                   |                            | Hundred                                    |                          |                          |                         |
| First                                      |                              |                   |                            | Thousand                                   |                          |                          |                         |
| Was  |                              |                   |                            | Million                                    |                          |                          |                         |
| ★ Pitman, etc. write Dh & Zh shaded.       |                              |                   |                            | The Cipher                                 |                          |                          |                         |
|  |                              |                   |                            | 492  |                          |                          |                         |

The upper right-hand quarter of any circle (see the Haven V) is the easiest quarter to write; the lower left-hand quarter of any circle (see Pitman V) is the hardest quarter to write; and Pitman, Graham, Munson, etc., make it still harder by thickening it. V being a very frequently occurring sound, it should have an easily written outline. Haven's use of the easiest quarter of a circle for that sound adds ten per cent. extra speed to such shorthand writing, besides facilitating phrasing and easy junctures. See examples in Comparative Outlines above.

There are many backward written characters in Pitman, etc., which are written forward in Haven, meaning greater speed for the latter. Hooks, initial and final, are also on common sense plan in Haven style, whereas in Pitman, etc., they are arbitrary.

The necessity for writing a vowel occasionally in reporting is not a matter of system, but of the language. Haven uses them no more than others, but when used on the Haven plan, they are always distinct and quickly placed. Pitman, Graham, etc., vowels are uncertain, as it is hard to place them quickly in proper position to their consonants. Haven's need no position, because joined where sounded.

# Comparison of Outlines Where Vowels are Written.

I. PITMAN - MUNSON. B. PITMAN - HAVEN. CROSS GRAHAM.

Ape  
Away  
Iowa  
Evaporate  
Emigrate  
Immigrate

Pitman, Graham, etc., disjoined vowels are written last even when pronounced first. Haven's joined vowels are written always where sounded, the only sensible way.

## INVISIBLE VOWEL INDICATION.

PITMAN-GRAHAM

E, a, i, o, u - 6  
A, O, G, U - 4  
Ah, Oo, E, Oo, U - 6

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

16 sounds

As it is easier to write on line majority of sounds when invisibly shown should be represented with consonants on line, for highest speed. Plan should be simple, by running from left to right. Pitman, etc. is down and up.

Haven's Invisible Vowel Plan can be learned in ten minutes; Pitman, etc., scale requires months. Pitman, etc., have only one-fourth (4) vowel sounds on line, easiest position for writing; Haven one-third (6) on line, adding 50 per cent. speed.

## DATES OF INVENTION.

MARCUS TULLIUS TIRRO, a Roman, invented Shorthand (then stenography, or writing by signs) 63 years before the birth of Christ. PHINEAS BAILEY, an American, in 1819 invented Phonography (writing by sound) the modern shorthand. About 1830 an unknown Frenchman published a French edition (Phonographie) and later, 1835, Isaac Pitman, in England, issued a British work, brought to America by Ben Pitman. In 1854 Andrew J. Graham of New York improved the art; Munson in 1866; Haven 1879 and 1895.

| I. PITMAN    | MUNSON | B. PITMAN & GRAHAM |
|--------------|--------|--------------------|
| I            | ^      | ^                  |
| Oi           | <      | <                  |
| A            | •      | •                  |
| O            | -      | -                  |
| H            | 6/9    | 6/9                |
| Ow           | ^      | ^                  |
| Ai or &      | -      | -                  |
| Oo           | -      | -                  |
| Short-i      | -      | -                  |
| Short-a      | -      | -                  |
| W            | ✓      | ✓                  |
| Wh           | -      | -                  |
| Short-o      | -      | -                  |
| Short-e      | -      | -                  |
| E            | -      | -                  |
| Y or Short-u | ✓      | ✓                  |
| U            | -      | -                  |
| Short-oo     | -      | -                  |
| Ah           | -      | -                  |
| Short-ah     | -      | -                  |
| Aw           | -      | -                  |

Changes in position in Pitman, etc. vowels shown by note:

| PITMAN  | HAVEN     | PITMAN         | HAVEN         |
|---|-----------|----------------|---------------|
| Of... Or  | The... On | All... Already | Ought... Whom |
| At... But                                       | An        | Too... Before  | Who           |
| ★ These are written on the line by Pitman, etc. |           |                |               |

Haven's Practical Phonography gains its—

**Simplicity**—By an alphabetical scheme containing but one sign for a sound, and simple signs at that; by its easy invisible vowel scheme, its abolition of unnecessary rules, and the general avoidance of arbitrary principles; doing away with the need of shorthand dictionaries and phrase-books.

**Speed**—By easy flowing curves, joined vowels, the absence of compound letters, no syllable disjunctures, a preponderance of light outlines, and unparallelled facility for legible phrasing.

**Legibility**—By the ability to join vowels where they belong, and thus write proper names in full when necessary; by the omission of exceptional applications of principles, the necessity for no clashing of arbitrary word-signs, and the ability to indicate the number of syllables in words.

The points enumerated on these two pages make Haven's Practical Phonography the most rapid system extant; the only method of shorthand writing available for every purpose for which either phonography or penmanship are employed; and the only method wherein the notes of one writer, when correctly written, can be read with certainty by any other writer of the system.

# PART IV.

## THE VOCABULARY.

### TO THE STUDENT.

Notwithstanding that the best way to gain a perfect knowledge of shorthand is to learn perfectly every lesson given in this book, together with the shorthand plates of the business letters, court testimony and convention report, so that the student will be able to write anything in this book exactly as it is represented in these plates, without reference to any one of them, still, for the satisfaction of those people who unnecessarily insist on having a list of words to refer to, the author has arranged, for this part of the book, an alphabetical list of every word and phrase in this book, so that, if the student cannot find an outline readily in the plates, it can be found easily by referring to this list.

The arrangement is alphabetical, with numbers opposite each word showing page, etc., on which it is to be found.

### ALPHABETICAL LIST OF WORDS AND PHRASES.

#### Shown in the Shorthand Pages of this Book.

|                     | SIGN. | LINE. | PAGE. |                               | SIGN. | LINE. | PAGE. |
|---------------------|-------|-------|-------|-------------------------------|-------|-------|-------|
| A.....              |       |       | 33    | account payment.....          | 10    |       | 215   |
| abase.....          | 163   | 21    | 133   | accounts.....                 | 1     |       | 153   |
| abbreviation.....   | 111   | 14    | 127   | accurate-ly.....              | 8     |       | 93    |
| Abe.....            | 11    | 2     | 31    | accusation.....               | 115   | 15    | 121   |
| ability.....        |       | 6     | 225   | accuse.....                   | 196   | 25    | 121   |
| able.....           |       | 6     | 81    | ace.....                      | 13    | 2     | 331   |
| able to.....        | 130   | 11    | 94    | ache.....                     | 14    | 2     | 21    |
| ablution.....       | 123   | 11    | 64    | aching.....                   |       | 15    | 79    |
| ably.....           |       | 2     | 245   | acknowledge.....              |       | 16    | 88    |
| about.....          |       | 3     | 98    | acknowledged.....             | 271   | 20    | 96    |
| about it.....       |       | 9     | 185   | acknowledges.....             |       | 18    | 149   |
| about our.....      |       | 6     | 153   | acknowledging your favor..... |       | 8     | 153   |
| about whom.....     | 68    | 9     | 131   | a corporation.....            | 311   | 17    | 114   |
| above.....          |       | 16    | 81    | acquaintance of your.....     |       | 16    | 151   |
| above name.....     |       | 4     | 155   | acquainted.....               |       | 20    | 251   |
| above referred..... |       | 6     | 149   | acquire.....                  | 150   | 19    | 133   |
| abroad.....         |       | 15    | 159   | acquisition.....              | 116   | 15    | 121   |
| absence.....        |       | 15    | 151   | a creature of God.....        | 307   | 16    | 114   |
| absolutely.....     |       | 6     | 255   | acres.....                    |       | 10    | 179   |
| abstained.....      | 96    | 12    | 135   | across.....                   | 86    | 13    | 72    |
| abstinence.....     |       | 13    | 273   | act.....                      |       | 15    | 193   |
| absurd.....         |       | 8     | 159   | acted.....                    | 67    | 9     | 125   |
| abundant.....       | 76    | 10    | 137   | action.....                   | 317   | 20    | 114   |
| abuses.....         |       | 15    | 245   | active.....                   | 26    | 3     | 60    |
| accept.....         | 8     | 1     | 94    | activity.....                 |       | 19    | 247   |
| accepted.....       |       | 15    | 215   | acts.....                     | 110   | 14    | 127   |
| accession.....      | 114   | 15    | 121   | acts upon.....                |       | 2     | 237   |
| accommodate.....    | 119   |       | 112   | actual-ly.....                |       | 17    | 221   |
| accommodation.....  | 120   |       | 112   | Ada.....                      | 15    | 2     | 129   |
| accompany.....      | 121   |       | 112   | adage.....                    |       | 4     | 151   |
| accomplish.....     |       | 6     | 245   | adapt.....                    | 101   | 9     | 94    |
| accord-ing-ly.....  |       | 7     | 98    | adaption.....                 | 103   | 9     | 94    |
| account.....        |       | 10    | 98    | addition.....                 |       | 1     | 81    |

|                           | SIGN. | LINE. | PAGE. |                                    | SIGN. | LINE. | PAGE. |
|---------------------------|-------|-------|-------|------------------------------------|-------|-------|-------|
| additional.....           | 175   | 22    | 127   | alive.....                         | 12    | 197   |       |
| additionally.....         | 176   | 22    | 127   | all.....                           |       | 65    |       |
| address.....              |       | 18    | 243   | all a.....                         | 5     | 1     | 72    |
| addressing him.....       |       | 14    | 247   | all an-d.....                      | 6     | 1     | 72    |
| addressing the.....       |       | 15    | 199   | alleged.....                       |       | 4     | 225   |
| address them.....         |       | 10    | 145   | all have.....                      | 70    | 5     | 86    |
| address you.....          |       | 20    | 245   | all he.....                        | 4     | 1     | 72    |
| a degree.....             | 153   | 14    | 86    | all kinds.....                     |       | 9     | 181   |
| adequately.....           |       | 13    | 255   | all of.....                        | 55    | 7     | 121   |
| a desire.....             | 267   | 16    | 96    | all of the.....                    |       | 1     | 243   |
| adjoin.....               | 103   | 13    | 137   | all others.....                    |       | 13    | 155   |
| adjourn.....              |       | 19    | 257   | allotted.....                      |       | 14    | 273   |
| adjourned.....            |       | 13    | 259   | allow.....                         | 15    | 2     | 46    |
| adjournment.....          |       | 16    | 199   | allowed.....                       |       | 6     | 239   |
| admission.....            | 121   | 10    | 64    | allow me to say that.....          |       | 1     | 243   |
| admit.....                |       | 2     | 151   | allows.....                        | 191   | 24    | 125   |
| adopt.....                | 100   | 9     | 94    | all right.....                     |       | 8     | 145   |
| adoption.....             | 102   | 9     | 94    | all the.....                       | 7     | 1     | 72    |
| advance.....              |       | 22    | 81    | all the time.....                  |       | 9     | 249   |
| advantage.....            |       | 15    | 74    | all those.....                     |       | 11    | 241   |
| advantageous.....         | 16    | 1     | 78    | all together.....                  |       | 16    | 270   |
| advantages.....           | 15    | 1     | 78    | allude.....                        |       | 8     | 251   |
| advise.....               |       | 19    | 88    | all your.....                      |       | 10    | 195   |
| advertised.....           | 206   | 7     | 96    | almost.....                        | 63    | 8     | 137   |
| advertisement.....        |       | 19    | 88    | alone.....                         |       | 19    | 81    |
| advertisements.....       |       | 19    | 88    | along.....                         |       | 2     | 257   |
| advertisements (the)..... |       | 14    | 177   | alphabet.....                      | 74    | 10    | 137   |
| advertiser.....           | 205   | 7     | 96    | already.....                       |       |       | 65    |
| advertising.....          | 264   | 14    | 96    | already a-n.....                   | 17    | 1     | 72    |
| advisable.....            |       | 19    | 225   | already he.....                    | 15    | 1     | 72    |
| advisedly.....            |       | 5     | 243   | already I.....                     | 16    | 1     | 72    |
| affect.....               |       | 7     | 225   | already the.....                   | 18    | 1     | 72    |
| affecting this note.....  |       | 15    | 211   | also.....                          | 36    | 5     | 119   |
| affection.....            | 103   | 9     | 60    | also against.....                  |       | 12    | 155   |
| affectionate.....         | 104   | 9     | 60    | also refused.....                  |       | 7     | 215   |
| affectionately.....       | 105   | 9     | 60    | also the.....                      |       | 14    | 149   |
| affective.....            | 101   | 9     | 60    | also the newspaper.....            |       | 11    | 159   |
| affectively.....          | 102   | 9     | 60    | alternate.....                     | 87    | 13    | 72    |
| afford a.....             |       | 14    | 241   | alternating.....                   | 80    | 10    | 137   |
| afraid.....               |       | 8     | 277   | although.....                      | 305   | 16    | 114   |
| a friend's.....           | 85    | 12    | 72    | altitudes.....                     | 158   | 20    | 119   |
| after.....                |       | 6     | 98    | altogether (see all together)..... |       | 16    | 279   |
| afternoon.....            | 192   | 24    | 133   | alum.....                          | 112   | 10    | 64    |
| after the.....            |       | 15    | 191   | always.....                        | 270   | 18    | 95    |
| after they.....           | 315   | 19    | 114   | am.....                            |       | 21    | 74    |
| after this.....           |       | 17    | 155   | a man.....                         | 58    | 4     | 72    |
| afterward.....            | 192   | 24    | 137   | ambiguous.....                     | 116   | 15    | 125   |
| again.....                |       | 12    | 81    | ambition.....                      | 162   | 21    | 119   |
| again and again.....      | 265   | 12    | 114   | amended.....                       |       | 16    | 243   |
| against.....              | 124   | 10    | 86    | America.....                       |       | 9     | 245   |
| against us.....           |       | 2     | 145   | American.....                      |       | 14    | 145   |
| age.....                  | 12    | 2     | 31    | a minimum.....                     | 262   | 13    | 95    |
| aged.....                 | 152   | 14    | 86    | am not.....                        | 52    | 4     | 86    |
| agent.....                |       | 3     | 98    | among.....                         | 167   | 21    | 135   |
| a gentleman.....          | 317   | 19    | 114   | among them.....                    |       | 19    | 205   |
| ago.....                  | 16    | 2     | 46    | amount.....                        | 107   | 14    | 125   |
| agree.....                |       | 22    | 81    | amounted.....                      |       | 9     | 255   |
| agreeable.....            |       | 4     | 245   | amounts.....                       |       | 6     | 159   |
| agreement.....            |       | 12    | 237   | amuse.....                         | 51    | 7     | 123   |
| agreement (an).....       |       | 11    | 237   | am willing (and).....              |       | 8     | 215   |
| a growler.....            | 84    | 11    | 72    | an.....                            |       |       | 65    |
| ague.....                 | 17    | 2     | 46    | an accurate.....                   | 312   | 17    | 114   |
| Ah (the letter).....      |       |       | 33    | an archangel.....                  | 269   | 18    | 95    |
| ah.....                   | 87    | 8     | 94    | anchor.....                        | 179   | 23    | 125   |
| Ai (long-a).....          |       |       | 33    | anchored.....                      | 174   | 22    | 137   |
| aid.....                  | 19    | 3     | 31    | and (&).....                       |       |       | 33    |
| aided.....                | 85    | 12    | 72    | and a-n.....                       | 42    | 3     | 72    |
| ail.....                  | 21    | 3     | 31    | and all.....                       | 134   | 17    | 133   |
| ailment.....              | 127   | 16    | 135   | and all the.....                   | 14    | 1     | 86    |
| aim.....                  | 20    | 3     | 31    | and also.....                      |       | 8     | 147   |
|                           |       |       |       | and are.....                       | 22    | 3     | 135   |
| airs.....                 | 147   | 19    | 121   | and are not.....                   | 138   | 18    | 137   |
| Akron.....                |       | 13    | 159   | and are the.....                   |       | 15    | 155   |
| Al.....                   | 26    | 4     | 31    | and company.....                   |       | 2     | 147   |
| Alabama.....              |       | 2     | 145   | and disappointed.....              |       | 19    | 145   |
| Alexandria.....           | 91    | 12    | 133   | and documents.....                 |       | 9     | 145   |
| Alfred.....               |       | 1     | 177   | and do you.....                    | 7     | 1     | 78    |
| alike.....                |       | 13    | 245   | and few.....                       | 73    | 7     | 94    |
| alike liable.....         |       | 11    | 155   | and finish.....                    |       | 20    | 145   |

| SIGN. LINE. PAGE.                 |     |    |     | SIGN. LINE. PAGE.                  |     |     |     |
|-----------------------------------|-----|----|-----|------------------------------------|-----|-----|-----|
| and for.....                      | 72  | 7  | 94  | any reason.....                    | 20  | 181 |     |
| and forwarded them.....           |     | 3  | 147 | any such.....                      | 15  | 211 |     |
| and greatly oblige.....           |     | 2  | 145 | anything.....                      | 150 | 19  | 119 |
| and have.....                     | 198 | 25 | 119 | anything further.....              |     | 3   | 225 |
| and he.....                       | 41  | 3  | 72  | anything in the hands.....         |     | 11  | 243 |
| and I.....                        | 43  | 3  | 72  | anyway.....                        | 20  | 3   | 127 |
| and if.....                       | 71  | 7  | 94  | anywhere.....                      | 90  | 12  | 137 |
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| and is that.....                  | 162 | 18 | 86  | ape.....                           | 10  | 2   | 31  |
| and it is.....                    |     | 4  | 159 | a peculiar.....                    | 271 | 19  | 96  |
| and know that.....                |     | 19 | 157 | apparently.....                    |     | 9   | 147 |
| and most.....                     | 160 | 17 | 86  | appeal.....                        |     | 1   | 81  |
| and motionless.....               | 82  | 10 | 72  | appealed.....                      | 14  | 2   | 119 |
| and must say that.....            |     | 19 | 145 | appeals.....                       | 178 | 23  | 125 |
| and note.....                     |     | 2  | 147 | appear.....                        |     | 4   | 81  |
| and of.....                       | 68  | 5  | 86  | appearance.....                    |     | 9   | 197 |
| and our own.....                  | 28  | 2  | 86  | appearances.....                   |     | 3   | 181 |
| and perhaps.....                  |     | 18 | 145 | appeared.....                      | 18  | 3   | 131 |
| and presuming it.....             |     | 8  | 145 | appears.....                       |     | 4   | 187 |
| and referred.....                 |     | 13 | 145 | appears to be an.....              |     | 2   | 153 |
| and return-ed.....                |     | 12 | 147 | applause.....                      |     | 8   | 243 |
| and review.....                   | 164 | 19 | 86  | appliance.....                     | 131 | 17  | 123 |
| and son.....                      |     | 12 | 145 | applications.....                  |     | 2   | 237 |
| and terms.....                    |     | 13 | 145 | applied.....                       | 58  | 8   | 125 |
| and that.....                     | 45  | 3  | 72  | applies.....                       | 155 | 15  | 86  |
| and the.....                      | 44  | 3  | 72  | apply.....                         |     | 2   | 81  |
| and then.....                     | 74  | 10 | 119 | appoint.....                       |     | 17  | 235 |
| and thinks.....                   | 178 | 23 | 129 | appointed.....                     |     | 8   | 237 |
| and thinks his.....               | 191 | 24 | 127 | appointment.....                   |     | 18  | 196 |
| and thinks his a.....             | 57  | 4  | 78  | appreciate.....                    |     | 12  | 78  |
| and thought theirs.....           |     | 5  | 153 | approval.....                      | 187 | 24  | 129 |
| and thus.....                     | 83  | 11 | 72  | approve.....                       | 190 | 24  | 129 |
| and truth.....                    | 150 | 13 | 86  | approved.....                      | 191 | 24  | 129 |
| and was.....                      | 83  | 5  | 78  | approximate.....                   |     | 13  | 199 |
| and was the.....                  |     | 16 | 179 | April.....                         |     | 1   | 147 |
| and we.....                       |     | 20 | 145 | a providential.....                | 154 | 14  | 86  |
| and we shall be pleased.....      |     | 9  | 147 | apt.....                           | 73  | 7   | 72  |
| and when the.....                 |     | 7  | 159 | archangel.....                     |     | 8   | 88  |
| and will forward them to you..... |     | 6  | 147 | ardor.....                         | 86  | 13  | 72  |
| and will they.....                | 187 | 24 | 119 | are.....                           | 53  | 7   | 46  |
| and will you.....                 | 15  | 1  | 86  | area.....                          | 130 | 17  | 121 |
| a necessarily.....                | 271 | 20 | 96  | are a little.....                  |     | 9   | 147 |
| angel.....                        |     | 16 | 81  | are as follows.....                |     | 17  | 155 |
| angelic.....                      | 126 | 10 | 86  | are fully protected.....           |     | 10  | 155 |
| angels.....                       | 139 | 18 | 135 | are their friends.....             |     | 17  | 273 |
| anger.....                        | 91  | 12 | 125 | are there.....                     | 22  | 2   | 78  |
| angry.....                        |     | 9  | 189 | are there any remarks.....         |     | 9   | 239 |
| an hour.....                      |     | 14 | 78  | are those.....                     | 12  | 217 |     |
| animal.....                       |     | 14 | 279 | are to be.....                     |     | 13  | 151 |
| animals.....                      |     | 6  | 279 | are to be found.....               | 114 | 9   | 78  |
| Ann.....                          | 25  | 4  | 31  | are you.....                       |     | 7   | 187 |
| Anna.....                         | 184 | 23 | 137 | are you not.....                   |     | 5   | 177 |
| Annie.....                        | 75  | 10 | 123 | are you positive that you.....     | 14  | 211 |     |
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